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COUNTY LIBRARY SYSTEMS

BY

DUNCAN GRAY

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THEIR HISTORY, ORGANISATION AND ADMINISTRATION

BY

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LATE LIBRARIAN-IN-CHARGE, PUBLIC LIBRARY, NEW CROSS, S.E.

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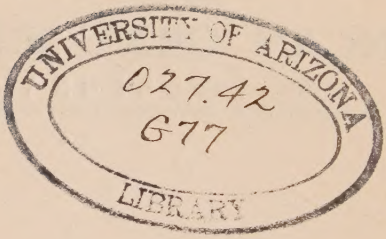
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PREFACE

THIS book is an attempt to formulate a co-ordinated policy for county public libraries. It also attempts to show that it is only in some of the details of administration that county public libraries differ from town public libraries, and that in essentials they are the same.

Some of the theories advanced are accepted generally: some break new ground and await the test of time.

I should like to take this opportunity of thanking many friends who have helped in the compilation of the book by their criticism; particularly my late chief, Mr. F. J. Peplow, Borough Librarian of Deptford—one of my many obligations to him; Mr. Bolton King, Director of Education for Warwickshire; Mr. Bolton King's personal assistant, Mrs. F. Heap; and my brother.

DUNCAN GRAY.

COUNTY EDUCATION OFFICE,
WARWICK.
April 12, 1922.

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COUNTY LIBRARY SYSTEMS

CHAPTER I

HISTORICAL SKETCH

I.

In the light of present experience, it is common knowledge that it is almost impossible for any village to have an institution similar to that of the public library which exists in most towns of any size in the United Kingdom, but up to comparatively recent years, although much thought had been expended by prominent librarians and educational experts on the subject of providing an equivalent, nothing of general application had been accomplished. In this respect we take second place to the United States and Canada, where rural travelling libraries have been in existence since 1893, whereas little in the way of organised effort was accomplished in England until the operations of the Carnegie United Kingdom Trust began to make themselves felt. These operations were the direct outcome of a report on "Library Provision and Policy" which was submitted to them in 1915, at their own request, by Professor W. G. S. Adams, of Oxford University. It is true that the Public Libraries Act, 1892, applied to rural parishes, but the statutory rate limit of one penny in the pound stipulated in this Act, which proved an

impediment to all public library progress until its repeal in 1919, precluded small parishes from taking advantage of its provisions. It must be added, however, that even if this rate limit had not been stipulated, the relatively heavy cost of establishing and maintaining separate institutions for each parish would have deterred most parishes from moving in the matter. The clause giving power to two or more parishes to combine for library purposes, and thus increase facilities while reducing establishment charges, was unproductive of any extensive result, as anyone familiar with the working of rural parish councils could have forecasted. As foreshadowed by Mr. John Ballinger in 1908, the only feasible scheme for establishing library provision in rural areas was to make County Councils the analogue of Borough Councils for library purposes, and this was done by the Public Libraries Act, 1919.

Prior to general organised effort, things were left in the hands, or at the mercy, of private benefaction or fugitive communal endeavour with results corresponding to the effort expended. As an instance of what can be done with good organisation and constant attention—which is a very difficult thing to obtain in any voluntary undertaking—the library scheme for a village in Hampshire planned, organised and fostered by Miss Amy Sayle, and most interestingly described by her in her book " Village Libraries " published in 1919, may be cited ; but few villages possess a Miss Sayle, and even here it is distressing to read how the ideals with which the

library was begun were gradually abandoned. The policy described by Miss Sayle as the only one possible in any village is to give readers just what they ask for and make no attempt to guide literary taste, as, she says, any effort towards such an endeavour is effort wasted. If this view were accepted generally the outlook for county libraries would be somewhat a dismal one; but it is satisfactory to be able to trace the history over the same ground of town public libraries during the last fifty years and to realise that, though effort expended towards the formation of literary taste may seem to be abortive, such is far from being the case. There seems to be no reason why the excellent educative and cultural results which are being obtained by the public libraries of many towns may not be obtained by the public libraries of counties.

The principal reason for the failure of most village libraries is that whatever care may be given towards founding a small library, unless the stock is constantly increasing a time comes when, so far as the community which it serves is concerned, its good is exhausted and it becomes less and less used until the books become a mere harbourage for dust. In other words, when everyone in the place has read all the books in the collection which he or she cares to read, that person will cease to use the library until gradually it reaches the stage when there are no borrowers at all. Though this may seem a gloomy view, and is the worst fate that can happen to any library of any sort in any place, it must be

admitted that it has been the fate of many village libraries in the past; and it has been the writer's unhappy experience to be asked to assess the value of many such moribund libraries.

It must not be supposed that there have been no successes, because this is far from the fact. In addition to the successful effort in Hampshire organised by Miss Sayle and referred to above, there have been other places—some of which are known to the writer though there must be many others—where the organisation has been more farseeing, and where the fate of having any fixed and inelastic collection of books has been realised. In some of these cases, the library has become a subscriber to the People's Library or some similar institution, which for a comparatively small subscription sends out collections of books for fixed periods to any institution or person. The amount of the subscription determines, of course, the number of books loaned at a time, so that the size of the collection borrowed may be arranged according to the needs or the purse of the locality concerned. Subscribers send in a list of the books required which are supplied as far as possible.

2.

Before passing to a description of organised schemes of village libraries in the United Kingdom, a brief description of the movement in the United States and Canada may be of interest, the study of which may be continued from the books listed in the bibliography subjoined.

In a Board of Education pamphlet * on rural schools in America the following appears :—

" The travelling library idea was born with the University Extension Movement of England ; it was introduced into America in 1893, but there it has developed with such rapidity that even in 1901 no fewer than 20 States provided free travelling libraries to communities and individuals ; and, besides these State Libraries, various independent organisations, such as the State Federation of Women's Clubs and the Farmers' Institutes, have been so active that 36 States in all had considerable travelling library facilities. The pioneer state, New York, had by 1901 no fewer than 59,339 travelling libraries packed in cases to serve as bookshelves, and sent for six months to any community on the application of 25 resident taxpayers, and any public [i.e., elementary] school, study club, grange, or other organisation. These libraries are of two kinds : libraries of popular works for general reading composed of 25, 50, or 100 volumes each, or of 25 each for children ; and special supplementary libraries for more serious study in subjects such as history, literature, social science, and agriculture. Further, to individual homes, small house libraries of 10 volumes each are lent for three months. In each case the applicants pay carriage and working costs."

Although this statement may be taken as sufficiently accurate in essentials, the account of the

* The Problem of Rural Schools and Teachers in North America, 1908.

history of the growth of public libraries in America, which includes rural library systems, as given by an American librarian * of note, differs in some particulars. Public libraries in the United States grew from two sources—the subscription library and the school library. In the State of New York—the pioneer State—a law was enacted in 1834 which, recognising the value of libraries as an adjunct to the instruction given in schools, provided for an appropriation from State funds of 55,000 dollars yearly for the purpose of establishing and maintaining school libraries both in urban and rural areas. The libraries thus formed were to be housed in the public schools, but they were for the use not only of the children attending the schools but also of the adult population of the place concerned, books being loaned free of charge. The possibilities of co-operation between library and school were thus early realised, and though many changes in policy have taken place, the root idea was here conceived. For some years after the passing of this law, we may suppose from what records remain, that the appropriation for libraries was used for library purposes, but there was a gradual alteration in the state of affairs. At first a little, and then more and more of the appropriation, was devoted to ordinary school purposes until, in 1888, when Melvil Dewey—famous as the author of "The Decimal Classification and Relative Index"—was appointed to the office of

* Article on "Libraries," by Josephine A. Rathbone. In "A Cyclopædia of Education." Macmillan, 1914.

State Librarian, he found that, though libraries were legislated for and funds available, the latter were misappropriated to purposes other than those for which they were intended, and the former were either in a moribund condition, or had been dispersed or destroyed. Dewey set to work to alter this state of affairs, revived the school libraries and, after careful consideration, decided that at least in the towns of any size the time had come for the setting up of libraries as public institutions, with separate buildings. Though the link with the educational system was to be preserved, the public library was to be viewed as a separate entity reaching out further than any adjunct to the school could.

The establishment of public libraries as such, therefore, in the State of New York, may be said to date from this point ; and it may also be said that, just as public libraries in England received the main part of the impetus which brought them into being from the Mechanics' Institutes, the corresponding impetus to American public libraries came from the school libraries.

In New York State, Dewey continued the school libraries for rural areas, but placed them on a safe and sure foundation. By his work and the results obtained he was able subsequently to inspire legislation which almost doubled the State library appropriation. Further developments conceived and executed by him included the establishment of a State " travelling " library, the original one of its kind, which was created in order to extend the facilities

afforded by the stationary school libraries in small places. Thus the "travelling library" idea was born.

The States of Wisconsin, Iowa, Indiana, Minnesota, Missouri, and Illinois were not far behind the State of New York, though there were not in existence in them similar school library systems with state appropriations for maintenance. The following extract from a book by Mr. O. J. Kern,* Superintendent of Schools, Winnebago County, Illinois, who did so much towards the provision of school libraries in his own county, summarises very briefly the history of the movement in these states :—

"The following summary is interesting, for it represents a movement and shows results that are not widely known to the general public. A fine building for library purposes standing on a choice site in a city can be seen of men, but the country school library movement is not so conspicuous, though more far-reaching.

"Wisconsin has a library law requiring the levy of 10 cents per capita for each person of school age living in the school district for a library fund for that district. A list of books is carefully prepared in the office of the State Superintendent. The inference from the state report is that every country school in Wisconsin has a library, thus representing a total of 817,075 volumes, purchased by a tax of ten cents per capita. There are, in addition, in cities not under per capita tax, 125,000 volumes in

* Kern, O. J., "Among Country Schools." Ginn & Co., 1906.

school libraries, thus making a total of 942,075 volumes of good books in the schools of Wisconsin.

" Iowa has a law requiring the purchase of good books for country children. The books are selected by the State Educational Board of Examiners; and 10,706 school districts have libraries representing 614,492 volumes, 73,479 of which were added for the year ending June 30, 1904. This represents an outlay for that year of $25,548.31 from district funds, and $10,439.20 raised by voluntary efforts. Iowa has 6,821 country schools with suitable library cases.

" The Indiana report makes no specific mention of ' district-school ' libraries, but states that there are 517,543 volumes in the ' Young People's Reading Circle Libraries.' Of this number 81,273 were added during the past year.

" Minnesota has state aid to the extent of $15,000 annually for school library purposes. State Superintendent Oleson reports this amount inadequate. For the year ending July 31, 1904, there were 587,299 volumes in school libraries, 69,400 of which were added during the past year.

" Missouri has 468,905 volumes in 5,696 districts. As there are 9,974 school districts in the state, the inference is that 4,278 districts have no libraries. This is 28 districts more than in Illinois.

" Illinois has no state school library law or state aid, and no state list of books. The report for 1904 gives 7,499 school districts (city and country) having 896,251 volumes in libraries, 87,021 of which were

added the past year. There are 4,252 school districts (city and country) without any libraries.

"Of the 4,252 Illinois school districts without library books, it is safe to claim 4,000 as being one-room country schools."

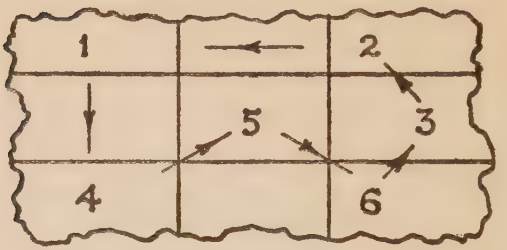
By 1916 the library movement, under the direction of State Library Commissioners, had extended very considerably in some 36 states, largely on the lines indicated above; perhaps the most interesting scheme being that of the State of California. Each county in this state, under a very full and complete state law, has established a most effective county library system.

It may be anticipated that the whole of the rural districts throughout the entire United States which have, as yet, no library provision will, before very long, be linked up with the county or state library systems in which the districts concerned are situated.

In one of the counties of Illinois, namely Winnebago County, an instance occurs of what may be accomplished by an energetic and determined individual. The fact that there was no state law with corresponding appropriation made library development dependent on outside help for its existence. The County Superintendent of Education, Mr. Kern, anxious to develop library provision, organised in 1899 what he called the "Winnebago County Twentieth-Century Forward Library Movement." Funds were raised in the following six years to the extent of $4,207.9 in various districts by holding concerts in them, and by other efforts.

With this money a start was given towards the establishment of a library in each of the co-operating districts, and since this time the movement has "gone forward." It was found, as it always is found with all village libraries, that they were not sufficient in themselves, so a travelling library, to supplement the resources of the stationary libraries, was founded in 1901. This was under the direct supervision of the County Superintendent of Education, and was administered from his office. It was a county possession, and was provided for partly from funds supplied by the County Board of Supervisors of Schools, and partly by funds raised from other sources.

The method of working this travelling library was to split it into small collections which were boxed, and the boxes circulated round the various library centres on a chain system, each box remaining at a library centre for two months and then passing on to the next centre in the chain, where it remained for a like period. In order to ensure the correct passage of the boxes from centre to centre and at the proper times, the correspondent of the school from which the box was outgoing and that to which the box was incoming received post cards from the County Superintendent's Office as reminders. A check list of the passage of the boxes and the position of each in the chain at any given time was kept at the Superintendent's Office ; also a map on which the centres were numbered and the " chain " indicated as on next page.



CHECK-LIST

Box No.	Nov.–Dec.	Jan.–Feb.	Mar.–April.	May–June.	July–Aug.	Sept.–Oct.
1	1	4	5	6	3	2
2	4	5	6	3	2	1
3	5	6	3	2	1	4
4	6	3	2	1	4	5
5	3	2	1	4	5	6
6	2	1	4	5	6	3

All the boxes were returned to the Superintendent's Office once a year for compiling records of issues, etc., and for the necessary repairs, rebinding and renewing.

Though to some extent a digression, as the activities are only related to library activities, it is of interest to note here the advanced state of the University Extension Movement in the State of

Wisconsin. In this state, the University, which is a State University, is conceived to be an institution which exists for the good of the state as a whole; and an endeavour is made to provide facilities for localised study on similar lines to the study carried on within the University precincts. It is believed that this localised study should be vocational, and that the university aid should be towards furthering the knowledge of the local industry. With this end in view, each locality has a resident professor who is an expert on the subject of the local industry—thus a mechanical district would have a professor of engineering; an agricultural district a professor of agriculture; and so on. Instruction is given, and certificates granted on the lines most suitable to the district concerned.

The Canadian States were not far behind the United States in recognising the need for libraries, and organisation proceeded on similar lines. The principal difference in Canada was that for the most part grants of money were made from state funds for library purposes to supplement money raised for the purpose locally, or as a recognition of library work done and results obtained.

The following appears in a Board of Education Report:—

"In Nova Scotia school libraries are compulsory for the secondary schools, and for schools drawing special grants. Further, an Act of 1903 empowered the Council of Public Instruction to grant to other rural schools starting libraries from one to two

guineas annually as a remuneration for librarian work done by the teacher, on condition that from five to ten guineas were spent in the first year on books, and that from 150 to 300 issues of books were made during the year. A continuation of the grant is made conditional on an annual increase of from one to two guineas in the value of the library up to 1909. . . . In 1907 there were about 50 of these rural school libraries in Nova Scotia and the number is steadily growing.

"New Brunswick again, pays a bonus of fifty per cent. of the expenditure made by any rural school district on its library. . . . In Ontario a similar bonus is offered. . . . Further the Education Act of 1906 for the Province of Ontario, amongst other important changes affecting rural schools, renders obligatory the foundation in every school of a library of the minimum value of four guineas for every teacher employed; the value to be annually increased from December, 1907, by at least two guineas until it reaches £21 for every teacher employed. At the end of 1906 there were as many as 1,587 of such rural libraries in the Province of Ontario."

3.

In England it may be said that, with the exception of a few areas, of which details follow, the ground was almost untouched when Professor Adams prepared the report on Library provision and policy for the Carnegie United Kingdom Trust. The need for providing rural library facilities had to some

extent been realised however, as the following sketch of some of the existing schemes fully indicates :—

YORKSHIRE.—In this county an organisation called the Yorkshire Village Library was, and still is, in existence. It was founded in 1856 under the auspices of the Yorkshire Union of Mechanics' Institutes, by the amalgamation of three separate organisations which had for three or four years prior to that date been in existence in various parts of the county, and of which the pioneer was the Yorkshire Union of Mechanics' Institutes Itinerating Library, established in 1852. The idea behind the movement was an endeavour to supply to the rural districts of the county the same library facilities as were supplied in towns by the Mechanics' Institutes. The headquarters are in Leeds, and boxes of books are sent to a large number of institutions, including some schools. Each institute which is supplied with a periodical box of books subscribes £1 1s. per annum for one box at a time, £2 2s. for two, and so on.

The affairs of the library were not very stable financially when the Carnegie Trust were making enquiries about existing rural library systems in 1915, and the Trust made a grant to the library to help provide needed extensions on condition that a closer co-operation than then existed should be established with the various Education Authorities in the county.

DORSET.—A Book Lending Association was established in Dorset, under the chairmanship of Sir

Henry Peto about 1907. The headquarters were at Dorchester, and from here boxes of books were sent periodically to schools or village institutes on payment of an annual subscription of £1. The local education authorities, to help the movement, contributed one quarter of this amount on behalf of all schools which desired to participate in the scheme.

This scheme was also assisted by a grant from the Carnegie Trust in 1915, one of the conditions of the grant being that the County Education Committee should be represented on the committee of management; and from this date the Education Committee made a grant towards the provision of books suitable for teachers. The scheme continued in operation until handed over to the County Education Authority on the foundation, with the assistance of one of the Carnegie County Library Grants in 1919, of the Dorset County Library.

WESTMORLAND.—A scheme for the provision of school libraries in Westmorland, the work being done under the direction of the Kendal Public Library Committee from funds provided by the Westmorland Education Committee, was established in 1903. This was always a very healthy organisation, although the legality of the procedure is questionable. The Carnegie Trust in 1915 made a grant towards the scheme so that the boxes sent out might contain a proportion of books for adult readers.

Similar schemes existed in Herefordshire and Cheshire, the former founded in 1906; the latter

with the patriarchal date of 1847. There was also one in Bucks, and one in the Isle of Wight.

In Scotland the only scheme of note was that of the Coats Libraries, established by the late Mr. James Coats, of Ferguslie, Paisley. In all there are (or were) about 336 of these libraries in the Highlands and Islands of Scotland, and each contains (or contained) from 300–600 volumes. They were located as a rule at the local school, but were for the use of all the village inhabitants; and they were stationary and not itinerating libraries so that, by 1915, their use had gradually decreased for the reasons stated above as existing in the case of all stationary village libraries.

In Ireland, rural library schemes were practically non-existent; and the social and political situation in Ireland makes it difficult to forecast what the future holds in this respect.

4.

It will be seen that the efforts of practically the whole of these rural library schemes in Britain were subject to the same drawback of more or less fugitive income, with consequent administrative difficulties. An assured income is a *sine qua non* in all libraries both for administrative purposes and for maintaining existing stock at a level of utility and assuring the addition of new stock so that the library will be contemporary with the age in which it exists, and be of definite service to the community it professes to serve: a condition of

affairs almost impossible without the control of public bodies or the State.

This was the state of affairs as dwelt on by Professor Adams in his report to the Carnegie Trust; and it was his suggestion that the Trust should help to establish experimental county library systems, the broad lines of which he indicated, with a view to calling attention to the problem, demonstrating what might be done towards its solution, and thus inspiring legislation which would bring county library schemes within the bounds of possibility. He said in his report that "the development of the public library movement has been very marked in the larger and middle-sized towns, and Mr. Carnegie has done a very great and enduring service to this movement. There is still wide scope for development in the system of town libraries, and there are important centres at which the library movement is seriously backward. . . . But as a whole the question of the small towns and country districts and of the large population which is scattered through them deserves first consideration. A great advance is here required, and if this is effected it will react on and assist the library movement in the towns.

"The problem of the rural library, however, is very different from the large town library question. The dispersion of population makes common thought and common action difficult. The town is much better organised for initiative than the country. For this reason, on behalf of the rural districts, a

clear determination on the line of policy will have to be made. For if the Trustees should wait for applications rather than stepping out to encourage them in directions where needs are not so well voiced, then the town will take precedence of the country. Hitherto, it may be said that the Carnegie policy had only to be that of waiting for, and choosing among applications, but, if the rural library problem is to be solved in the near future, a policy of 'taking the initiative' will have to be adopted."

The broad lines for approaching the problem which Professor Adams suggested in his report were of two kinds—(1) to approach selected County Councils, and ask them to institute library schemes to operate throughout their administrative areas; and (2) to approach town public library committees, and ask them to establish "travelling" libraries to operate in the surrounding country districts. Both of these suggestions met with the approval of the Trustees, and, in order to find out which was the more suitable before commencing operations on any advanced scale, the Trust approached two County Councils and two Town Library Committees and asked them to carry out rural library experiments at their expense. The two counties approached were Staffordshire and Oxfordshire—the one largely industrial in character, the other mainly agricultural; the two towns were Kendal—agricultural [to extend a scheme already existing; see above] the other Worksop—industrial. Staffordshire welcomed the idea

of the experiment gladly ; Oxfordshire declined to take any action ; both the towns accepted.

Broadly speaking it may be said that though the results in connection with the town experiments were good, the result of the experiment in Staffordshire, where the scheme adopted was planned and its working supervised by Sir Graham Balfour, the County Director of Education, were of such a conclusive nature, that the success of county library schemes, administered by County Education Authorities, passed from being merely possible to being certain ; and the future propaganda work in this field so far as the Carnegie Trust was concerned was decided to lie with these authorities.

Slightly prior to the financing of these experimental schemes in England, the Carnegie Trust commenced a similar scheme in the area covered by the Coats Libraries, and to some extent conjointly with them. The headquarters were at Dunfermline—the home of the Trust—and the methods used were adopted in large measure by the English schemes. The details of this scheme, which has now been supplanted by county libraries in the area involved, were worked out in the main by Mr. R. D. MacLeod, the librarian appointed for this work by the Trust, and tribute should be paid to his very thoughtful planning, which has had a marked effect on all subsequent county library procedure.

When the Staffordshire scheme, which was instituted in 1915, became known, several other counties, including Warwickshire, Wiltshire, Gloucestershire,

Buckinghamshire and Somersetshire, applied to the Carnegie Trust for grants towards establishing similar schemes. Grants were made to all these counties on the same liberal terms as that made to Staffordshire. The grant made to Staffordshire was £5,000, to cover five years' experimental work, subsequently increased (the only one to be increased) to £7,500 in 1920. The grants were worked out on a basis of the capital cost, including premises, books, and equipment, and the cost of five years' maintenance. The authorities to which the grants were made were asked to give "reasonable assurances" that, at the expiration of the five years' experimental period, the library would be continued out of county funds.

The Carnegie Trust laid down no rules whatever as to the organisation or working of the various library schemes, as they preferred to leave matters entirely in the hands of the county authorities concerned. The result of this has been that there is a certain amount of variance in the methods adopted by different counties, but in all the schemes the village schools play a very prominent part.

In November, 1919, a Conference on Rural Libraries was held in London at the College of Preceptors. The conference was convened by the Carnegie Trust, and representatives of all county education authorities were invited to attend, as also some of the more prominent public librarians. The printed proceedings of this conference, which were published and circulated by the Carnegie Trust,

form a very valuable account of various phases of county library work; and in opening the conference, the Trust's Secretary, Lt.-Col. J. M. Mitchell, in describing its future activities, intimated that £192,000 was to be set aside over the period 1920-25 to aid in the establishment of county library schemes throughout the country.

The effective demonstration of the possibility of working county libraries with the county authority as the governing body, and the inestimable service to rural areas of providing in them similar facilities for reading to those possessed by townspeople in the municipal public libraries, inspired the passing of the Public Libraries Act, 1919.

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CHAPTER II

ADOPTION OF ACTS. FORMATION OF COMMITTEES AND COMMITTEE WORK

1.

PUBLIC Library legislation in Great Britain relating to County Libraries is neither long nor difficult. The principal Acts of Parliament in operation are the following :—

1892. 55 and 56 Vict., Ch. 53.—An Act to consolidate and amend the law relating to Public Libraries. (The principal English Act.)

1901. 1 Edw. 7. Ch. 19.—An Act to amend the Acts relating to Public Libraries, Museums and Gymnasiums.

1918. 8 and 9 Geo. 5, Ch. 48.—An Act to make further provision with respect to education in Scotland and for purposes connected therewith.

1919. 9 and 10 Geo. 5, Ch. 93.—An Act to amend the Public Libraries Acts, 1892 to 1901.

There are many other Acts of Parliament which apply solely to town public libraries; but it is proposed to deal only with the legislation affecting county library systems.

The principal act for public libraries in general in England is that of 1892. This Act contains the

details which govern management, finance and accounts, borrowing, and audit. As in the case of all British public library legislation, it is permissive in character ; and the unit for adoption is the Council of County Borough, Borough, Urban District or Parish ; not County Councils or Rural District Councils. In practice it was found that although the arrangement was quite satisfactory as regards towns—in fact it may be supposed that the Act was framed with town authorities only in view—it was quite unsuited to the needs of rural parishes, and to some of the smaller urban districts, and though a small number of rural parishes adopted the Act and levied a rate, the proceeds were so small that effective library provision was impossible. Clause 9 of the Act, which gave power to two or more neighbouring parishes to combine for library purposes, was, as might well be supposed, almost unproductive of result.

The logical solution with regard to rural districts which was arrived at and legislated for in the 1919 Act was to follow the lead which legislation for elementary education had given by the 1902 Education Act, which supplanted the rural school board and local autonomy in matters connected with elementary education by the creation of County Education Authorities and centralised administration. The Public Libraries Act of 1919 makes the County Council the analogue of the Borough Council for library purposes, and takes from all local government authorities below the status of County Bor-

ough after the adoption of the Acts by the County Council the power to adopt the Libraries Acts if they have not already done so. The 1892 Act stipulated that the amount that might be expended by any authority for public library purposes must not exceed the proceeds of a rate of one penny in the £. This clause, to the intense relief of all librarians and those who value the public library movement and its extension, was repealed, so far as England and Wales are concerned, by the Act of 1919.

The principal Act relating to the establishment of Public Libraries in Scotland is that of 1887. Its clauses are similar in most respects to those of the 1892 English Act; but it gives greater power for the framing of penalising bye-laws for dealing with cases of misdemeanour. This Act also limited expenditure to the proceeds of a rate of one penny in the £; but the clause relating to rate limit was repealed by the Scottish Act of 1920 (10 and 11 Geo. 5, Ch. 45), which raised the rate limit to threepence in the £. Provision for the establishment of county library systems in Scotland was made in the Scottish Education Act, 1918, clause 5, which reads, "It shall be lawful for the education authority of a county, as an ancillary means of promoting education, to make such provision of books, by purchase or otherwise as they may think desirable, and to make the same available not only to the children and young persons attending schools or continuation classes in the county, but also to the

adult population resident therein . . . all expenses incurred by an education authority for those purposes shall be chargeable to the county education fund."

Guarantee against loss of or damage to books by borrowers is legislated for in England by the Act of 1901 ; in Scotland, so far as urban districts are concerned, by the Act of 1887 ; which Acts are the authority for the framing of bye-laws. Bye-laws governing county library systems in Scotland will be framed under the provisions of the Acts which govern the making of general education committee bye-laws.

2.

The adoption of the Libraries Acts in England in the early days of library legislation—up to the time of the amending Act of 1893 in fact—entailed the cumbrous procedure of taking a poll of all the ratepayers in the place concerned. The Act of 1893 simplified the procedure very considerably so far as Urban Districts were concerned by reducing it to a majority vote of the local authority concerned, assembled for the purpose of considering the question, and after due advertisement of the intention to take a vote at a meeting of the authority on a given date. The Act stipulated that this advertisement must take the form of sending notification of the meeting and its intention to all councillors at least one month prior to the meeting, and a similar notification to the Local Government Board (now to the Board of Education). Since the

passing of the 1919 Act the procedure is even simpler—all that is necessary being a majority vote at an ordinary meeting of the Council concerned. Authority for this is set out in Section 3 of the Act, which reads :—

"Section 3 of the Public Libraries Act, 1893, [which deals with the regulations governing the vote of an urban authority on the question of the adoption of the Libraries Acts] shall cease to have effect, and accordingly any resolution passed in accordance with the ordinary procedure of the council concerned shall have full effect for the purposes of that Act."

So far as county library systems are concerned, a resolution in the following terms covers all the ground necessary ; and in addition to adopting the Acts, arranges for the delegation of powers to the Education Committee of the Council as allowed for in Section 3 (2) of the 1919 Act :—

"That as from [date given] the Council do adopt the Public Libraries Acts for the Administrative County of [name of County] exclusive of [give names of places, under status of County Borough, which are existing library districts] and that all the powers of the Council under the Public Libraries Acts, except the power to raise a rate or borrow money, be and the same are hereby delegated to the Education Committee."

In Scotland no resolution is necessary, as authority for the establishment of county library systems is given to County Education Committees as detailed above.

The County Library Committee is a sub-committee of the County Education Committee, and its powers are those granted by the County Education Committee. It may consist either wholly or only partly of members of the Education Committee, but unless its powers, as delegated by the Education Committee, are such as make it a reporting rather than a recommending committee, it is better that at least a large majority of the members should be members of the Education Committee also. If this is not the case the recommendations of the Library Committee are liable to be so modified before being sanctioned as to bear but little resemblance to the original motions, and this is very unfortunate as each committee specialises in its own particular work, becomes authoritative on it, and may be relied on to give careful and complete consideration to the matters which come before it. For these matters to be annulled or modified by a more powerful but less informed committee does not seem to make for the best results.

The most satisfactory form of County Library Committee is for it to be a departmental committee of the County Education Committee, reporting and recommending direct to the main Education Committee ; not, as is the case in some counties, for it to be a sub-committee of a departmental committee

reporting and recommending to the departmental committee, which, in turn, reports and recommends, according to its powers, to the main Education Committee. As a departmental committee with large delegated powers half the members might belong to the Education Committee, and the other half not ; where powers are not delegated the proportion of members being members of the Education Committee should be greater.

The number of members should be about twelve, and they should consist of representatives who are authorities on elementary, secondary, and continuation schools ; adult education movements ; social welfare movements ; and general county matters. There should also be one or two good business men, and one or two literary authorities. The library when established will link up naturally with all educational movements in the county, and the special needs of any movement can be considered as occasion requires with the assistance of the expert member of the committee on the particular phase under consideration.

The advisability of including some good business men is fairly obvious. Financial matters should receive the most careful scrutiny, and the more nearly the administration approximates to up-to-date business methods, the more satisfactory will be the administration. This does not imply that the watchword is to be cheapness, in fact cheapness is but a matter of secondary importance sometimes ; but the use of up-to-date business methods usually

connotes a considered standard of economy, which is very different from mere cheapness.

The purpose of the literary authorities is, of course, to help in the book-selection, and the importance of this phase of the work is impossible of over-estimation. A library, be it rural or urban, lending or reference, stands or falls by its contents, and care in book-selection is, without the least doubt, the most important phase of the work of a library committee and its librarian.

3.

The first work of a County Library Committee is to frame the policy which is to govern the working of the library. The field is readily divisible into two parts—namely, work with children, and work with adults. The latter class is a little difficult of definition, so that it is perhaps best to regard the children's section as being confined to children attending school, and the adult class as embracing every one else. The relative activity of the library extending to each of the two classes, which will be concerned mainly with the relative proportions of juvenile and of adult books to be acquired, should receive the most careful consideration. It is usually assumed that the standard of intelligence (considered principally in its relation to book-culture) of the adult population of rural areas is of a backward nature, and that as a consequence the books acquired for this section of the library's clientèle should be of a very light and easily digestible nature; and

further it is sometimes held that work with the adult rural population of the present generation is unlikely to provide a return commensurate to the energy expended. For these reasons it is adduced that the principal part of the library's work should be with children, the principal proportion of the stock children's books, and that each branch of the library should be more than anything else a school library. As the work is in the hands of Education Committees who are mainly concerned in the other fields of their work with the education of children the chances of this view being the one to be adopted are greater than might otherwise be the case ; but the opinion may be expressed that this is an entirely erroneous view.

When, in addition to there being a bias towards the side of the work with children on the part of the County Library Committee, the local arrangements in connection with the branches are left entirely in the hands of the local schoolmasters, it is almost certain that the children's side will be over-done in the villages to the detriment of the adult, and more important side, of the work. A public library, either in a town or in a village, which considers that its work is solely or even mainly for children has established wrong proportions. The whole purpose of the education of children would seem to be to train them towards effective citizenship, which can only be accomplished by teaching them as much as possible, in the time available, and training them towards a frame of mind that will always

be eager to learn, and at the same time be capable of learning. It is, then, after leaving school that the value of the local public library should be understood and appreciated, and the library should be established with this state of affairs as its objective.

There is a further point. The number of people in any place who have finished their school days is greater than that of those who have not. If, therefore, the present generation, and all future generations of school children, are not only taught to read, but trained in the value and delight of reading books not necessary to school work, they will, with few exceptions, continue to be readers after leaving school, and if a liberal proportion of the stock of the local public library does not consist of books suitable to minds at various stages of development, the work accomplished will not be of as great value as would otherwise be possible.

In consideration of these points, we would suggest then that the proportions of the juvenile and adult stock, to be acquired, should bear a clear relation to the juvenile and adult proportions in the community to be served; and as basic figures we suggest that the stock should consist of 70 per cent. books for adult readers, and 30 per cent. books for juvenile readers.

Further points to be considered in the framing of a working policy are those connected with the educative, the cultural, and the recreational sides of the library.

The best method to adopt so far as the educative

work of the county library is concerned is to establish a library for students, and administer it separately from the main county library. The books in this library would be kept separately from the rest of the county library books, and they would be of a type suitable for people who have passed the groundwork of a subject, are more or less erudite, and who are reading either for examination purposes or merely to increase their knowledge. Suitable rules and regulations to govern this section of the library might be as follows :—

1.—The library may be used by the following :—

(*a*) Teachers in Public and recognised Private Secondary Schools, and Public Elementary Schools in the Administrative County.

(*b*) Residents in the Administrative County, over 18 years of age, on production of a recommendation on a printed form, which may be obtained at the Library, signed by any of the following :—

(1) Members of the County Council, County Education Committee, or County Library Committee.

(2) Correspondents or Head Teachers of Public Elementary Schools in the Administrative County.

(3) Head Teachers of Public or recognised Private Secondary Schools, District or Parish Secretaries of Rural Higher Education Classes, or Secretaries of Urban Higher Education Committees.

(4) Staff Lecturers, Staff Teachers, or Supply

Teachers in the service of the County Education Committee.

(5) Any other person approved for the purpose by the County Director of Education or the County Librarian.

(*c*) Boys and girls, over 12 years of age, in a Public or recognised Private Secondary School or Public Elementary School in the Administrative County on production of a letter from his or her head teacher stating that the applicant may safely be entrusted with books. Applicants under this head must apply personally at the library, and, at discretion, the loan of any particular book may be refused to them.

2.—Application for books may be made in person or by letter.

3.—As it is not always possible to send any particular books, applicants by post are recommended to name alternative books. As a rule not more than two books will be lent at once to the same person. A postcard should be sent by return of post to the librarian acknowledging the receipt of the book or books.

4.—Borrowers will be allowed to retain books for one month unless stated to the contrary. When it is desired to retain a book for a longer time, application must be made, either in person or by letter, and permission will as a rule be granted unless the book is required by someone else. A fine of 2d. a week, or portion of a week, will be charged for each

book retained for a longer period than that for which permission has been given.

5.—Applications for books will be dealt with in order of receipt. Books will be sent post free; the return carriage must be paid by the borrowers. No other charge will be made for the loan of the books.

6.—Books may not be taken into any house in which there is a case of infectious disease. If a case of infectious disease occurs in any house in which there are library books, the librarian is to be notified.

7.—Borrowers will be held responsible for any damage done to books while in their possession (including pen or pencil marks or notes of any kind) or due to their being badly packed when returned. Borrowers are asked to keep the pages clean and unsoiled. Borrowers damaging or soiling books may be debarred from further use of the library.

8.—The library is open from 9.30 a.m. to 5 p.m. There is a reference room in connection with the library, which is open during the same hours, and in which any books may be consulted.

9.—Suggestions, either of books or other matters, will be gladly received.

Since with such a library many of the borrowers will never be able to borrow otherwise than by post, a full printed catalogue, brought up-to-date yearly, is absolutely necessary. Copies should be sold to borrowers at as low a price as possible.

The Central Library for Students in London makes an endeavour to supply the facilities outlined above to all county library systems; but it seems to us to be a much more satisfactory plan for a county library to be self-contained. This question will be fully discussed later.

Part of the educational policy to be adopted should consist of a linking up with all educational endeavours, particularly those connected with adult education movements such as those of the Workers' Educational Association and the Women's Institutes.

The cultural and recreative phases of policy are largely connected with the book-selection, but some quite definite ideas to work to, or to use as an ideal, should be adopted. It should always be borne clearly in mind that the power of a library depends very largely on the initial selection of its policy, and the widest possible scope should be given in all things.

These matters are discussed more fully in the chapters on book-selection and extension work.

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CHAPTER III

EQUIPMENT OF HEADQUARTERS: STAFF, FURNITURE AND FITTINGS, CARD INDEX SYSTEMS

I.—Staff

Although the details of the adoption by the Committee of its plan of procedure have been dealt with, for convenience, before the question of staff, it is of vital importance that the Committee's County Librarian should be appointed at the very commencement, and that he should share in the deliberations of the Committee as to the question of policy to be adopted.

The librarian should be a trained public librarian, if possible a Fellow of the Library Association, and possessing the six professional certificates of that body. In addition, he should have had at least ten years' experience in public library work. In some cases, persons untrained in matters of library economy have been appointed to the position of County Librarian, but the unwisdom of this procedure becomes very evident when the inevitable problems of the work come up for solution and no solution can be found without seeking the advice of trained librarians. Questions connected with methods of book-selection, classification, cataloguing, record-keeping, and a hundred and one other things which

go to make up the two years' course in librarianship at London University, require a trained mind just as much as making a road, or a decision on the weight-bearing capacity of a floor require trained minds; and it is quite unreasonable to expect a person untrained in librarianship to be able to occupy the post of County Librarian successfully. Nothing could make this clearer than the offer made by certain book contractors to classify all books bought by county library authorities and number them on the backs, *as done in public libraries*, in consideration of being given the book contract. So far as the contractors are concerned, this is smart business, but the idea of a librarian leaving not only the most interesting, but one of the most important parts of his work to the more or less casual treatment of a book-contracting firm is supremely absurd. This is, further, a very short-sighted policy, as a librarian gets to know the stock he has charge of—its contents, possibilities, weak points and so forth—by handling it, and probably the most important function performed in the handling of new stock in a library is its classification.

Much has already been said and written on this subject of the appointing of untrained men and women to take charge of county library systems, and it is to be hoped that the mistake will not be made again. As the work becomes better known, and the need for capable and trained officials is more generally appreciated, the chances of such mistakes being made will gradually disappear. As

with many other phases of the work, it is interesting to trace the history over the same ground in town public libraries, where, up to 10 or 15 years ago, the same mistake of appointing persons untrained in librarianship to chief positions sometimes occurred. In the light of the knowledge which town library committees now possess there is but little chance of anyone, other than a trained librarian, being appointed to the post of chief librarian of a town library.

The duties of the County Librarian are of a comprehensive nature. He is responsible to the County Library Committee for all matters relating to the preparation of book-lists for purchase for the Committee's consideration and decision, the making of a system of buying, checking, accessioning, collating, stamping, classifying, cataloguing, labelling, and generally making ready for issue to borrowers of all books as bought. He is responsible for the organisation of branches or centres of the library all over the county ; for the orderly sending out and return of the book collections to and from the branches ; for the keeping of all records, and the conducting of the official correspondence connected with the library ; and for the smoothing out of all the difficulties of the local librarians. Some of these details only apply if he is appointed to an entirely new system, but this is generally the case at present. If, of course, he is not the " first of his line " the organisation details will have been attended to already, and his work will consist in

administrative detail, with possible extensions on the lines already laid down.

The librarian's staff need not be a big one, at first, at any rate. His principal need will be for a trained cataloguer. As the work develops, the staff should increase proportionately until the scheme is in full working order. Given one trained assistant, the remainder of the staff can be engaged as juniors and trained in the work.

The need for an adequate and efficient staff cannot be too clearly insisted on. According to the efficiency of the staff will be the relative efficiency of the work performed.

A word may be added about salaries. The salaries of County Librarians vary from £250 to £400 per annum. The Carnegie United Kingdom Trust recommend a minimum salary of £300 per annum. The majority of the salaries paid are insufficient when viewed in the light of professional training necessary, and the salaries paid to the other County Council officials. In the majority of towns, the Chief Librarian's salary bears some relation to the salaries paid to the other town officials (although it must be added he is usually the poorest paid of all), and we would suggest that a similar basis should be adopted in the case of County Librarians. The work, of course, is in its very early stages, and it may be supposed that the solution of this problem lies in the future : let us hope the not-too-distant future.

The salaries of the assistants are almost sure to be graded with those of the clerical staff of the

County Council ; and no fault can be found with this arrangement, as these staffs are usually quite well paid.

2.—Premises, Furniture and Fittings

(a) *Premises.*—Given the area necessary for the various departments, practically any sort of premises can be used for a county library headquarters. It is desirable that there should be a large room, on the ground floor, capable of being used as a book store ; and, as such, capable of holding the 7,000 to 10,000 volumes, which is, as noted below, the maximum number likely to be at the headquarters at any one time. There should be two smaller rooms in addition—one for use as a work-room for the staff ; the other a packing room and box store, which should be as near the street door from which the boxes are picked up as possible. There should also be a small room, not necessarily on the ground floor, for the Librarian's office.

In calculating the storage capacity for books of any room, the following points are useful :—

1. Calculate 9 books to the foot per shelf : that is 72 books to the foot-run of shelving where there are eight shelves to a bay.

2. Passages between book-shelves should be at least 2 ft. 6 ins. wide.

3. Where standard or double-faced bookcases are used, these should be placed, as far as possible, at right-angles to windows ; unless, of course, there is an adequate top-light.

Where there is a Students or Reference Library, this should have separate accommodation, if possible two rooms. One of the rooms would be used for general library and administration purposes, and contain the books and all records of issues, and the other should be fitted with small tables, and used as a students' reference room, in which books from the Students' Library could be referred to. This room might contain some ready-reference books, such as dictionaries, encyclopædias, etc., and current numbers of selected educational, scientific and literary periodicals.

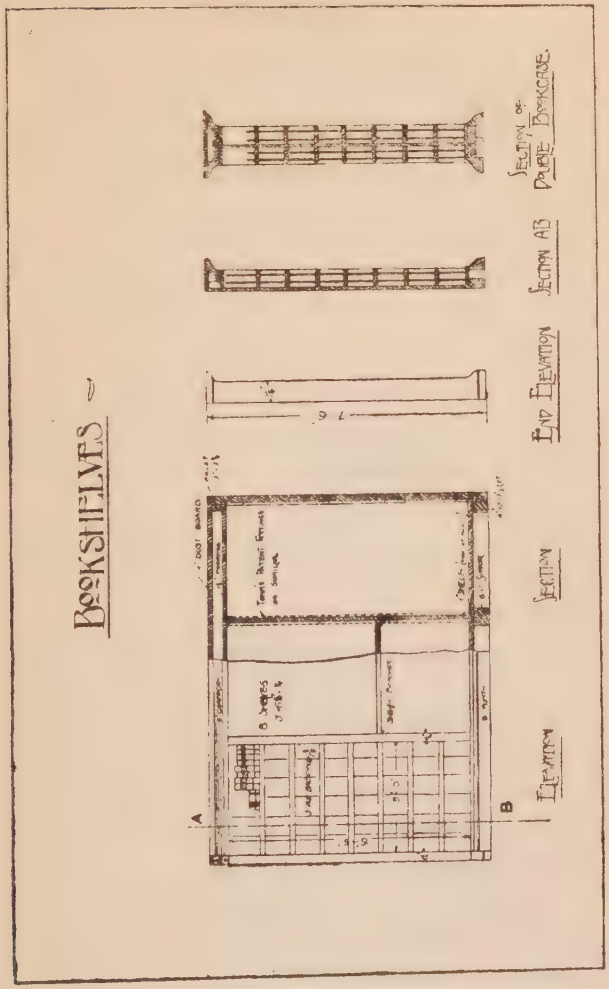
(b) *Book-shelving.*—The amount of book-shelving required is determined by the number of volumes which is the maximum likely to be at the headquarters at any one time. This number will consist of a sort of floating reserve stock ; by which is meant that the periodical exchanges of the books for local branches or centres will be made from the library stock available at headquarters at the time of exchange ; and books returned in place of new collections sent out automatically become part of the floating reserve stock. The machinery connected with the matter of exchanges is dealt with in a subsequent chapter ; it is referred to here merely in connection with the accommodation necessary for the housing of the stock.

Speaking generally, we may say that book-shelving is necessary at the headquarters of a county library to a holding capacity of 7,000 to 10,000

volumes. This will include the space necessary for the constant additions to stock during the early years when organisation is proceeding.

The shelving provided need not be elaborate, but it should combine strength with neatness. It may be either of wood or metal; if the latter, it is merely a question of choosing from definite types as supplied by the various makers of metal shelving, and placing an order for the amount required; if the former, it is as cheap to have individual ideas carried out as to buy a standard pattern.

It should be borne in mind that the headquarters of a county library is a workshop and not a showplace; and the æsthetics which find a place in the planning of interior fittings in a town public library need receive but the briefest attention in respect of county library systems. The following specification for shelving is recommended: not because it possesses any notable merit over other kinds, but because it answers all the necessary requirements, is economical in making in that it is not wastefully planned with regard to material necessary, has a neat appearance, and has dimensions which, in practical work, have been proved to be the best. Deal, pitchpine, oak or mahogany may be used, but the expense of either oak or mahogany is unnecessary. On the other hand, though the cheapest material, deal has no great durability. In all probability pitchpine is the most suitable material, as it combines a good appearance with durability and comparative cheapness.


BOOKSHELVES
ELEVATION
SECTION
END ELEVATION
SECTION AB
SECTION OF PLEDGE BOOKCASE.

Specification

1. Oak, mahogany, pitchpine, deal [strike out those not required] to be used throughout.

2. To be provided throughout with movable shelves, Tonks' Patent or similar fittings being used.

3. Each unit to consist of three bays, the linear dimensions of which will vary from 3 feet to 3 feet 6 inches as the case may be, having regard to spacing requirements. There are to be eight shelves to each bay.

4. The cornice and plinth to be of some simple contour, such as Cyma Reversa or Cyma Recta. Top edge of plinth to be fitted beneath bottom shelf, this being one inch thick.

5. All joints to be housed and shouldered.

6. A dust-board is to be provided at the top of the structure sunk into the cornice and back so as to be rendered absolutely dust-tight.

7. The backing to be of $\frac{3}{8}$-in. 3-ply material, to be well jointed and dust-tight. [If desired, this may be omitted in single book-cases, in which case the next proviso would be unnecessary. The backing, forming a division between the two "faces" of the double book-cases (or "Standard" book-cases), is very necessary.]

8. Single book-cases to be rigidly fixed to wall, with an airspace of $1\frac{1}{2}$ inches between wall and backing.

9. The contractor to provide the best possible workmanship.

(c) *Boxes.*—In the selection of the type of box to be used, there are two schools of thought which are set out as clearly as possible below.

The first is that which favours a light, 3-ply wood type of box, capable of holding from about 20 to 30 volumes, and sometimes combining with its main functions—those of storage and carrying—the function of being capable of acting as a small book-case. The boxes are made in 3-ply birch, with deal or hardwood body battens, and similar battens on top and bottom. They are hinged, and may be fastened with hasp, staple and padlock, with leather straps, or with patent screw fastenings. They are exceedingly light, easily handled, and capable of withstanding a very large amount of heavy wear. The chief drawback to them is their high cost (about 12s. each, bought in bulk) and the large number necessary.

The second school of thought favours the idea of treating the boxes purely as a means of transport and storage, and favours ordinary packing cases capable of holding from 50 to 80 volumes each. Advantage has been taken by some authorities of purchasing from the large number of ammunition cases which were dumped on the market by the Disposals Board of the Ministry of Munitions, and of which there are still many thousands available. The cases are very strongly made, with heavy battens and tin linings, and they are fastened with screws. They may be purchased in bulk for

about 2s. to 2s. 6d. each. Inside measurements of two suitable types are

(*a*) 21½ ins. × 15½ ins. × 15½ ins.; and
(*b*) 18 ins. × 14½ ins. × 14¼ ins.

The principal drawback to these boxes is their weight, but it must not be forgotten that with the weight goes great strength and durability. The additional storage capacity over the light 3-ply material boxes is an important point also, and the cost of transport is probably about the same when number of volumes and not boxes is taken as the basis for comparison.

One county library authority has purchased nearly 600 of these boxes and has thus settled its box problem for 20 years at least.

3.—Card Cabinets and Card Record Systems

Most of the records connected with the stock of the library and its working must, for complete efficiency, be kept on cards, and a useful economy is effected if, at the outset, it is decided that cards for all purposes shall be of uniform size. This obviates the necessity of having card cabinets to take cards of different sizes, and, as records increase with the growth of the library, the addition of extra card cabinets, and the allocation to each set of records of its card cabinet space, is very much simplified. A suitable size of card, which may be recommended for all purposes, is 5 ins. × 3 ins.; and in practical working it has been found that

cards of this size are quite suitable for every library purpose.

There are many suitable types of card cabinet on the market—nearly every office-supply company has one—and the size to take cards measuring 5 ins. × 3 ins., is a standard one, so that there is no difficulty about supply. The standard card cabinets supplied by Messrs. Libraco of Cannon Street, E.C., are as good as any, but the cost of all standard types of card cabinets is rather high.

Where the public has access to a card-record of any sort, it is very necessary both to have a strong cabinet, such as that referred to, and to use cards with a hole perforated at the bottom through which a rod passes which locks all the cards in the drawer. It must be remembered, though, that in rural library work only the staff has access to the card records. and neither the same strength of cabinet, nor the locking arrangement, is necessary. An economy may, therefore, be effected by having a card cabinet similar to the one of which a description follows. It was made in the latter part of 1920 at a cost of £9 9s., and though not quite so strong as the standard cabinets, is quite strong enough.

This Card Cabinet consists of 18 double drawers, fitting into a framework with three divisions, each division taking six drawers. The framework is of deal, and the drawers are of deal with millboard bottoms, and a wooden division down the centre. The front of each drawer is covered with green linen-faced cloth, and has a combined handle and label-

holder. The holding capacity of each drawer (two compartments) is 2,500 cards, so that the whole cabinet is capable of holding 45,000 cards. Further particulars may be seen from the diagrams on the following page.

With regard to cards necessary, these should be capable of supplying the following information :—

1. Does the library possess a certain book ; if so who is the publisher, and what is the price.

2. What books does the library possess in a given subject (non-fiction) or by a given author (fiction).

3. Which books are at any particular branch of the library.

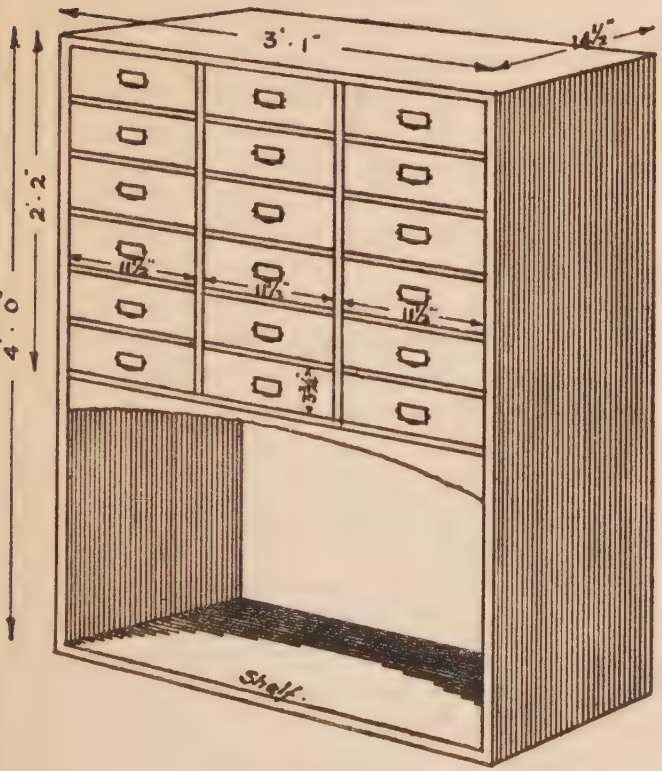
4. Which branch of the library has any particular book.

5. Which branches have had any particular book.

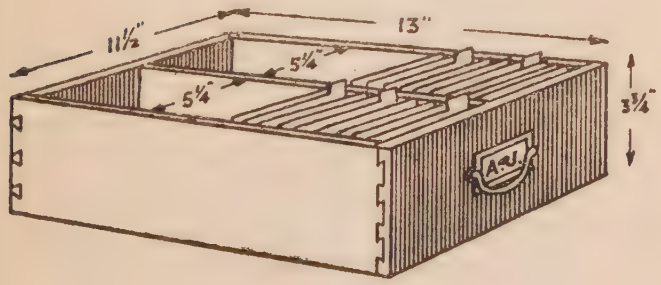
6. A record of all the books that any particular branch has had [for not more than three years].

7. When collections of books were dispatched to and are due back from particular branches.

The first two requirements are met by what are known as Accession or Location Cards. These cards need not be ruled in any way ; a plain white pasteboard card is all that is required. As books are selected for addition to the library, one of these cards is written for each book, giving particulars of author, title, publisher and price. The cards are arranged in alphabetical order of authors' names, and the book orders are written from them. When the books have been received, checked, passed

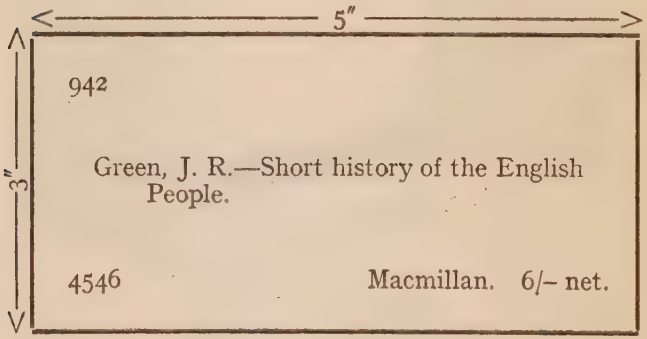


FRONT VIEW OF CABINET.



SINGLE DRAWER.

through the Accession or Stock Book and given their accession or stock numbers, catalogued, and classified the classification and accession numbers are entered on the location cards, the former on the top left-hand corner of the card, the latter on some other convenient place. These cards are then arranged in a definite order—the cards for non-fiction by their classification numbers, and the cards for fiction in alphabetical order of authors' names. The location cards thus constitute a complete and always up-to-date card catalogue of the entire library. The appearance of a location card with all its particulars is thus :—

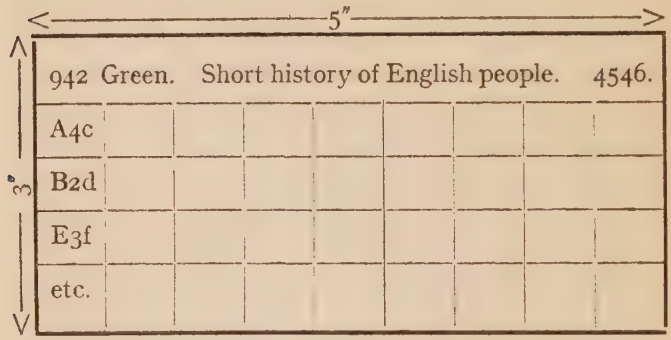


The third, fourth and fifth requirements are met by what are termed Allocation Cards. These should be tinted to distinguish them readily from location cards, and they should be ruled so that there is a blank line at the top, and the remainder of the card is divided into small squares. On the top line are entered, but briefly, the same particulars as

those which are given on the location cards, with the exception that publisher and price are omitted. When books are at headquarters, these allocation cards are kept in drawers arranged in similar order to the location cards—i.e., classification order for non-fiction, and author alphabetical order for fiction. When a collection of books is made up for one of the library branches, the allocation cards for those books are taken out of the main sequence, and, still keeping the same order as in the main sequence, they are filed behind a place guide. The place guides, with the allocation cards behind them, are arranged in alphabetical order, so that the record of books at any branch at any time may readily be found. When the books to which these cards belong are returned from the branch, they are checked by the allocation cards, and these are then put back into the main sequence of allocation cards of books at headquarters ; the allocation cards of the books in the new collection sent out to the branch to replace those returned then take the place of the cards of the returned collection behind the place guide.

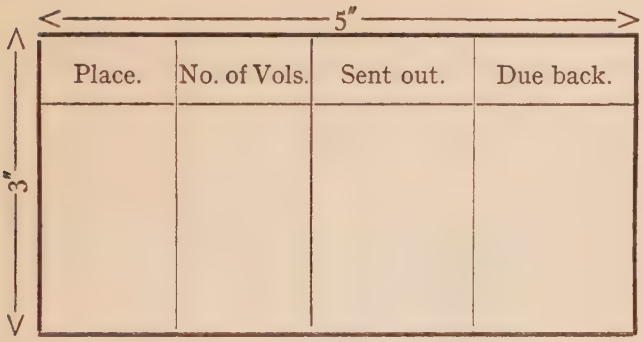
Each branch has a shorthand symbol, such as A4c. When a book goes to any library branch, the shorthand symbol for that branch is entered in one of the small squares on the lower part of the allocation card.

The appearance of an Allocation Card with its particulars entered on it is as follows :—



The sixth requirement is met by filing in one sequence the Book-cards [see chapter on Organisation of Library Branches] which are used at branches with each collection of books sent out and which are returned from branches when the boxes to which they apply are returned. Some distinctive mark —a letter or figure—should be printed on the book-cards of each collection as returned to headquarters, so that it may be readily ascertained not only whether, at some time, a particular branch has had some particular book, but also how long ago it is since the book was there. It is not necessary to keep this record for longer than three years back and the distinctive mark referred to is indispensable when discarding card records over three years old.

The seventh requirement is met by having a card for each branch ruled as follows :—



These cards should be filed behind date guides, the date used being that on which the collection of books is due back at headquarters from the place concerned.

BIBLIOGRAPHY

Brown, J. D.—Manual of library economy; revised by W. C. B. Sayers. Grafton.

Carnegie U. K. Trust.—Repository catalogue, 1917. Maclehose.

—— Annual reports.

—— Proceedings of the Carnegie Rural Libraries Conference. Carnegie Trust.

CHAPTER IV

EXECUTIVE WORK: BOOK SELECTION; THE PURCHASE OF BOOKS; PREPARATION OF BOOKS FOR ISSUE TO READERS

I.

THE question of proportionate representation of adult and children's books in a county library has already been discussed, and the proportions recommended were 30 per cent. children's books and 70 per cent. books for adult readers. A further point which arises when the question of the initial stock of the library is being considered is what proportion of fiction should be contained. In all public library work this question is constantly cropping up, and opinions on it vary very considerably. Some hold that it is not within the province of a librarian or his committee to try to influence users of a public library as to what they shall or shall not read; others, on the contrary, hold that it is a very definite part of public library work to use every endeavour to increase the use made of the non-fiction side of the library, and this if possible at the expense of the fiction side. Every librarian has his own ideas on the subject, but the balance of opinion would seem to favour the use of all legitimate methods towards the development of the use made of the

library as a power for education and general culture and the consequent increased reading of books other than fiction.

The value of the lighter, or recreational side of a library should not, however, be underestimated. On this subject a certain village librarian, when asked for his views about the books he was receiving wrote " . . . a greater percentage of fiction would be welcomed though, of course, if people only read fiction, they are never likely to read any other form of literature ; on the other hand, it is better to read good fiction than to read nothing at all."

The reasons for the immense popularity of this form of imaginative literature are quite understandable. Some people read novels as diversion in intervals of brain fag and between periods of reading more serious matter. Others because they can assimilate nothing more serious owing to imperfect or defective education and mind training, a subject which has engaged, and still engages the close attention of those who believe in, and work for, the spread of the adult education movement in any one of its many phases. The fact remains that until the day of vastly improved educational conditions dawns the greatest good of which public libraries are capable will never come ; and it would seem to be not only permissible but desirable that librarians should make every endeavour to advance the improvement of educational conditions. The recreational side of a library has a definite value, but this needs little or no effort to ensure its success.

The more serious side of the work however, entails constant and increasing endeavour.

A very happy mean was suggested by Lord Bledisloe at the Conference on Rural Libraries in November, 1920. He made the criticism that most of the present-day books on farming and on agriculture in general were of too advanced a type to be suitable to the needs of the people most intimately concerned—that is, the farmers and farm workers—and suggested that there was room for a series of stories on farming life which would combine good theory with something capable of attracting and keeping the interest of readers. This view is worthy of close consideration by those capable of carrying it out.

Coming to questions connected with procedure in book-selection, it is desirable, firstly, that all subjects should be represented as far as possible; and, secondly, that so far as the circulating side of the library is concerned, the books selected should combine sound theory with attractive format. To try to make any price limit in purchasing books is a most futile thing, as the cost of a book frequently bears little or no relation to its value, and if the best books are to be obtained, the price for them must be paid.

It is desirable, in order to distribute the initial stock of the library over the whole realm of knowledge in proportions relative to the value of each main subject in the general scheme of things, that a table of proportions be drawn up at the outset. The

proportions need not be rigidly adhered to, but it is necessary to keep the various subjects as well balanced as possible, and figures showing the average reading done in each main subject, and the relation these figures bear to the figures of other main subjects, are easily obtainable. After the purchase of the first 5,000 or so of the books, and when the results and requisitions from the various branches for a year are available, proportions may to a large extent be disregarded in book-buying. The subjoined table, which represents an analysis of the catalogues of four British county library schemes, will give some ideas for the drawing up of a proportionate table. It will be seen that there is a fairly considerable amount of divergence in the sets of figures given, and Librarians and others interested will draw their own conclusions from them. (See page 70.)

It should be added that the number of volumes represented by the catalogues of the four libraries vary, as the following figures show :—

Gloucestershire	5,858
North of Scotland	2,455
Staffordshire	4,105
Warwickshire	5,000

but each catalogue may be taken as representing the considered initial stock of each of the libraries, so that it seems quite fair to take them as a basis for comparison.

TABLE showing percentage analysis, in main classes, of the contents of the initial catalogues of the Gloucestershire, North of Scotland, Staffordshire, and Warwickshire county library systems; to which is added average percentage factors of the contents of public libraries, including Reference Libraries, in Great Britain.

Main Class.	Gloucester-shire.	North of Scotland.	Staffordshire.	Warwickshire.	General Public Library Factors.
Philosophy	·32	·98	·49	·76	2
Religion	·65	2·28	·42	1·52	4
Sociology (includes books on Education)	4·88	2·81	7·72	4·00	8
Sciences	5·33	4·08	4·09	5·74	12
Useful and Fine Arts ...	6·36	5·9	3·68	6·36	15
History and Travel	9·8	9·69	4·97	10·24	15
Biography	4·04	2·81	3·46	4·38	8
Language and Literature ...	6·0	14·34	7·48	7·0	16
Fiction	20·0	30·84	15·69	30·0	20
Juvenile Books—Fiction ...	32·26	14·34	52·00	20·0	Included in above.
Non-Fiction	10·36	11·93		10·0	
	100%	100%	100%	100%	100%

The percentage proportion of fiction and non-fiction and of juvenile and adult books is as follows :

	Non-Fiction.	Fiction.	Juvenile.	Adult.
Gloucestershire ...	47·74	52·26	42·62	57·38
North of Scotland ...	54·82	45·18	26·27	73·73
Staffordshire	*44·31	55·69	52·00	48·00
Warwickshire ...	50·00	50·00	30·00	70·00
General Public Library factors	80·00	20·00	—	—

From this table it is seen that the initial fiction stocks of the three English libraries varies from 50 per cent. to 55·69 per cent. ; and the juvenile initial stocks from 30 per cent. to 52 per cent. So far as the relative proportions of fiction and non-fiction are concerned, little need be said ; about 50 per cent. of each seems to be, in practical working, about the most suitable and workable proportions. The variation in the proportions of juvenile and adult books is much wider, however, and though this is a matter for individual librarians and committees to settle, the opinion may be expressed that,

* The Staffordshire Catalogue does not include all the juvenile books, so that the proportions of fiction and non-fiction under this head could not be exactly found. From the catalogue, and the annual report of the Staffordshire scheme, the figure 52 per cent. juvenile books was obtained. For the purpose of this table it has been assumed that the proportions represented in this figure are 40 per cent. juvenile fiction and 12 per cent. juvenile non-fiction, figures which the record of issues of the books would seem to bear out.

whereas 30 per cent. may seem to be too low a proportion, 52 per cent. is certainly too high an one.

A word of explanation may be added about the town public library factor of the average percentage of fiction in town public libraries. This is calculated to be 20 per cent., but the figures from which the percentage is arrived at include reference library figures. As reference libraries contain practically no fiction at all (some reference libraries contain a selection of classical authors such as Dickens and Thackeray; the majority do not) in arriving at a fair figure for comparison, reference library figures should be deducted, as it is only the circulating side of county libraries that is under consideration. We may assume that the stock of reference libraries totals about one-third of the whole of the stock of town public libraries, and if this is deducted, the percentage of fiction figure rises to 30 per cent.

A further point to be considered in comparing the stocks of town public libraries with those of county public libraries is that the stock of the latter must be "live" in a very true sense, but in the former this is not so necessary. It is meant by this that if a book is sent out from a county library headquarters to a village branch and returns unread, it is so much waste; if it does this in the case of more than three places, it is so much lumber, as the number of books it is possible to send to each village branch makes it most undesirable that any of the books sent should return unused. In the case of a town library this need not be so—two issues a

year will justify, in many cases, the keeping of a particular book in stock, as the proportion of books per reader in a town library can be on much more generous lines than in a county library. This becomes very evident when the following figures are considered. A town library serving a population of 50,000 would probably contain about 20,000 books It may be assumed that, as an outside figure, not more than 12 per cent. of the population will use the library, which gives the figure of 6,000 readers If all the readers have one book out of the library at a time, and half of them have two, this means that 9,000 books will be "out," and 11,000 on the shelves of the library; and it may be added that these figures are generous rather than otherwise. The following conclusions emerge, therefore :—

1. The figures and factors relating to town public libraries should only be used as a basis for comparison, not as a precept to be followed.

2. Books in a county library should be, in a very real sense "live" books, as the stock can bear to carry, at most, not more than say 10 per cent. books which are not in constant demand.

3. Desirable proportions of fiction and non-fiction are 50 per cent. of each, and the library should make every endeavour to serve as a power for education.

4. Desirable proportions of adult and juvenile books are 70 per cent. of the former and 30 per cent. of the latter.

5. The best books only should be bought, irrespective of the price it is necessary to pay for them;

and, in the case of books other than fiction, it is desirable that the format of these should be attractive.

2.

In making the initial selection of books for a library, the following literary tools are essential.

1. Some standard general bibliographies, such as :

Nelson's Standard Books. 1912. 4 vols.
Sonnenschein's Best Books. 1910. 3 vols.
[Vol. 3 not yet published.]

2. The " English Catalogue " for the preceding ten years.

3. The latest edition of the " Reference Catalogue of Current Literature " ; supplemented by as complete a set of up-to-date Publishers' catalogues as possible.

4. The catalogues of several public libraries.

5. The " Publishers' Circular " [published weekly].

It is in this part of the work that the value of public library training is most in evidence. The value of a librarian in book-selection is to a large extent determined by the length of his experience, as knowledge of so vast a subject as books and their relative merits is a life study. Every librarian is constantly adding to his store of knowledge on the subject, and no amount of bibliographical information on a book is so good as a personal acquaintance with it.

The selection of books on any subject will consist

of listing books on that subject known to be suitable to the needs of the library first, and then adding to the list by going carefully through the section in each standard bibliography and catalogue dealing with that subject. If possible, books not actually known should be seen and examined before a decision to buy them is made, and the assistance of experts at this stage is to be welcomed. The books in general literature chosen during the early years at any rate should be, as far as possible, elementary in nature, and attractive in style ; but when a case arises that of two books one answers these requirements, but is inclined to inaccuracy, and the other, though more difficult to read, or less attractive in format, is more accurate, the latter should be chosen. A library cannot afford, both speaking generally and for the sake of its future, to stock books which tend to the dissemination of inaccurate ideas or theories.

So far as current literature is concerned, the usual literary guides, and reviews in certain of the daily and weekly papers should be consulted. The following selection is by no means exhaustive, but it is representative of periodicals most in use, and it may be added to at will :—

Daily Telegraph,
Westminster Gazette,
Manchester Guardian,
The Times,
Times' Literary Supplement,

Times' Educational Supplement,
Bookman,
Nation and Athenæum,
Saturday Review,
Nature,
Observer.

Certain subjects should be very fully represented in all county libraries. Firstly the literature of all local industries; secondly, there should be a fully representative collection of books on education for the use of village teachers who, very frequently, will be local librarians; thirdly, the literature of local history and topography. The value of the first is self-evident. It is a recognised principle in library economy to aid all workers to understand more fully, and to become increasingly expert in their daily work. It may be added that this question has a distinct place in general political economy. The second is just as important. Since in the hands of teachers is, to a very large extent, the moulding of the mentality of every generation of men and women, no effort should be spared to help them in their work both by the generous provision of books on known theories and also those on all new theories. Teachers cannot afford to buy all the new books on new educational theories or on new adaptations of old theories, and it is most inadvisable that the state of their knowledge of educational theory should remain at the stage it had reached on the last day of their training.

The third subject has a theoretical rather than a practical basis. It would seem to be a desideratum to good citizenship that not only should people be given the opportunity of becoming acquainted with the history of their own country, but also that they should know the part played in the making of that history by the locality in which they dwell and its former people. The teaching of local town or county history might well find a place in the curriculum of the school, and the local history section of the library would do much towards making this possible.

3.

So far as fiction is concerned, the following bibliographies are useful :—

BAKER, E. A.—Guide to the best fiction.
—— Guide to historical fiction.
NIELD, J.—A guide to the best historical novels and tales.

In this section of the library stock, the lead of town public libraries may be safely followed, as the fiction taste of town and village readers has little or no variance. The following list of authors is not exhaustive, but it is sufficiently representative for an initial selection in a county library. For convenience in handling, the authors of fiction for adult readers have been separated from those of juvenile fiction. Some of the authors given would only be partially represented.

AUTHORS OF FICTION FOR ADULTS.

Ainsworth, H.
Albanesi, M.
Alexander, Mrs.
Allen, J. L.
Andom, R.
Anstey, F.
Arnim, Countess von.
Askew, A. and C.
Atherton, G.
Austen, J.
Ayscough, J.
Bagot, R.
Bailey, H. C.
Balzac, H. de.
Barclay, F. M.
Barr, A.
Barr, R.
Barrett, W.
Barrie, Sir J. M.
Bartimeus.
Beaconsfield, Earl of
Becke, L.
Begbie, H.
Bell, J. J.
Belloc, H.
Bennett, A.
Benson, E. F.
Benson, R. H.
Beresford, J. D.
Besant, Sir W.
Bindloss, H.
Birmingham, G. A.
Black, W.
Blackmore, R. D.
Blackwood, A.
Bojer, J.
Boldrewood, R.
Booth, E. C.
Boothby, G.
Borrow, G.
Bowen, M.
Braddon, M. L.
Brontë, A.
Brontë, C.
Brontë, E.
Broughton, R.
Buchan, J.
Buchanan, R.
Buckrose, J. E.
Bullen, F.
Burgin, G. B.
Burnett, F. H.
Burney, F.
Butler, S.
Caine, Hall
Campbell, R. W.
Cannan, G.
Capes, B.
Carey, R. N.
Carleton, W.
Castle, A. and E.
Cervantes, M. de
Chambers, R. W.
Chesterton, G. K.
Cholmondeley, M.
Churchill, R. W.
Churchill, W. S.
Clifford, Mrs. W. K.
Clouston, J. S.
Cockton, H.
Collins, W.
Connor, R.
Conrad, J.
Conway, H.
Corelli, M.
Couch, Sir A. T. Q.
Cournos, J.
Craik, D. M.

Crawford, F. M.
Crockett, S. R.
Croker, B. M.
Cullum, R.
Curwood, J. O.
Daudet, A.
Dawson, A. J.
Deeping, W.
Dehan, R.
Delafield, E. L.
De la Mare, W.
De la Pasture, Mrs. H.
Dell, E. M.
De Morgan, W.
Dickens, C.
Diver, M.
Dostoievsky, F.
Doyle, Sir A. C.
Drummond, H.
Drury, W. P.
Dumas, A.
Du Maurier, G.
Dunton, T. W.
Edgeworth, M.
Eliot, George.
Fairless, M.
Farnol, J.
Fielding, H.
Findlater, M.
Flatau, D.
Fletcher, J. S.
Fogazzaro, A.
Fothergill, J.
Fouque, F. de la M.
Fowler, E. T.
Fox, J.
Francis, M. E.
Frankau, G.
Gallon, T.
Galsworthy, J.
Garvice, C.
Gaskell, Mrs.
George, W. L.
Gerard, M.
Gissing, G.
Glanville, E.
Goldsmith, O.
Gould, S. B.
Grand, S.
Grant, J.
Gray, M.
Grey, Z.
Grier, S. C.
Grossmith, G. and W.
Gunnarsson, G.
Haggard, Sir H. R.
Hardy, T.
Harland, H.
Harraden, B.
Harrison, H. S.
Harte, B.
Hawthorne, N.
Hay, Ian.
Hayes, F. W.
Heddle, E.
Henry, O.
Hergesheimer, J.
Hewlett, M.
Hichens, R.
Hobbes, J. O.
Hocking, J.
Hocking, S. K.
Holmes, O. W.
Hope, A.
Hope, G.
Hornung, E. W.
Howard, K.
Hudson, W. H.
Hugo, V.
Hungerford, Mrs.
Hyne, C. J. C.
Ibanez, E. B.

Jacobs, W. W.
James, H.
Jefferies, R.
Jepson, E.
Jerome, J. K.
Johnston, M.
Jokai, M.
Kerruish, J. D.
Kingsley, C.
Kingsley, H.
Kipling, R.
Kyne, P. B.
Le Sage, R.
Lever, C.
Linskill, M.
Locke, W. J.
London, J.
Lorimer, N.
Loti, P.
Lover, S.
Lowndes, Mrs. B.
Lucas, E. V.
Lyall, D.
Lyall, E.
Lytton, Lord.
Maartens, M.
Macaulay, R.
McCarthy, J.
McCutcheon, G. B.
Macdonald, G.
Macgill, P.
McKenna, S.
Mackenzie, C.
Maclaren, I.
Macnaughton, G.
McNeile, C.
Malet, L.
Mann, M. E.
Marchmont, A.
Marriott, C.
Marshall, A.
Masefield, J.
Mason, A. E. W.
Mathers, H.
Maxwell, W. B.
Meade, L. T.
Melville, G. J. W.
Meredith, G.
Merrick, L.
Merriman, H. S.
Milne, A. A.
Mitford, B.
Morrison, A.
Munro, N.
Murray, D. C.
Neill, A.
Nepean, E.
Neuman, P.
Nicholson, M.
Nisbet, H.
Noble, E.
Norris, F.
Norris, W. E.
Oldmeadow, E.
Oliphant, Mrs.
Onions, O.
Oppenheim, E. P.
Orczy, Baroness
Ouida
Oxenham, J.
Page, G.
Parker, Sir G.
Patterson, J. E.
Payn, J.
Peacock, T. L.
Pemberton, M.
Phillpotts, E.
Pickthall, M.
Poe, E. A.
Porter, G. S.
Poushkin, A.
Praed, Mrs. C.

Raine, A.
Reade, C.
Rhodes, K.
Rice, A. H.
Richardson, D. M.
Richardson, S.
Rickard, Mrs. V.
Ridge, W. P.
Riley, W.
Rita.
Roberts, M.
Robins, E.
Russell, D.
Russell, W. C.
Sabatini, R.
St. Aubyn, A.
Sand, E
Schreiner, O.
Scott, M.
Scott, Sir W.
Sedgwick, A. D.
Sergeant, A.
Shannon, W. F.
Shaw, B.
Shiel, M. P.
Shorthouse, J. H.
Sidgwick, A.
Sienkiewicz, H.
Silberrad, U. L.
Sinclair, M.
Sladen, D.
Smedley, F. E.
Smith, S. K.
Smollett, T.
Snaith, J. C.
Somerville and Ross
Stacpoole, H. de V.
Steel, F. A.
Stepnaik, S.
Sterne, L.
Stevenson, R. L.
Stockton, F.
Stoker, B.
Sue, E.
Sutcliffe, H.
Swan, A.
Swinnerton, F.
Syrett, M.
Tarkington, B.
Thackeray, W. M.
Thurston, E. T.
Thurston, K. C.
Tolstoy, Count.
Tracy, L.
Trevena, J.
Trollope, A.
Turgenieff, L.
Twain, M.
Tynan, K.
Tytler, S.
Vachell, H. A.
Walford, L. B.
Walpole, H.
Ward, Mrs. H.
Warden, F.
Warren, S.
Watson, H. B. M.
Webster, J.
Wells, H. G.
Westcott, E. N.
Weyman, S. J.
Whitby, B.
White, S. E.
White, W. H.
Whiteing, R.
Wiggin, K. D.
Wilkins, M. E.
Willcocks, M. P.
Williamson, C. N. and A. M.
Wilson, A. J. E.
Winter, J. S.
Wodehouse, P. G.

Wood, Mrs. H.
Worboise, E. J.
Wynne, M.
Yeats, S. L.
Yorke, C.
Young, F. E. Mills.
Yoxall, Sir J. H.
Zangwill, I.
Zola, E.

JUVENILE FICTION AUTHORS.

Aguilar, G.
Alcott, L. M.
Andersen, H.
Armstrong, A. E.
Asbjornsen, P. C.
Atkinson, J. L.
Avery, H.
Bain, R. N.
Baker, Sir S. W.
Baldwin, M.
Ballantyne, R. M.
Barrie, Sir J. M.
Beale, A.
Bell, R. S. W.
Bevan, T.
Bindloss, H.
Bird, R.
Blake, M. M.
Bone, F.
Bowes, J.
Bowman, A.
Boyesen, H. H.
Braine, S. E.
Branston, M.
Brazil, A.
Brenda.
Brentano, C.
Brereton, F. S.
Bullen, F. T.
Bunyan, J.
Burnett, Mrs. F. H.
Burrage, E. H.
Buxton, E. M. W.
Caine, O. V.
Capuana, L.
Carey, R. N.
Cargill, J. F.
Carr, K.
Carroll, L.
Cervantes, M. de.
Chaundler, C.
Chisholm, L.
Church, A. J.
Clarke, Mrs. H.
Cobb, J. F.
Cockton, H.
Coke, D.
Collingwood, H.
Coolidge, S.
Coombe, F.
Cooper, J. F.
Couch, Sir A. T. Q.
Couch, M. Q.
Cowper, E. E.
Creswick, P.
Crockett, S. R.
Currey, E. H.
Cuthell, Mrs. E. E.
Dalton, W.
Dana, R. H.
Daudet, A.
Daunt, A.
Defoe, D.
Dickens, C.
Djurklow, G.
Dodge, M. M.
Edgar, J. G.
Eiloart, Mrs.

Ellis, E. S.
Ewing, Mrs. J. H.
Farrar, F. W.
Farrow, G. E.
Fenn, G. M.
Ferryman, A. F. M.
Finnbarr, J.
Finnemore, J.
Flatau, D.
Fletcher, M.
Forester, F. B.
Fouque, F. de la M.
Fowler, E. T.
Frith, H.
Gibbon, F. P.
Giberne, A.
Gibney, S.
Gilliat, E.
Gilson, C.
Girvin, B.
Glanville, E.
Gleig, C.
Goldsmith, O.
Gomme, Sir G. L.
Goodyear, R. A. H.
Gould, S. B.
Graydon, W. M.
Green, E. E.
Greenwood, J.
Grenfell, W. T.
Grey, Z.
Grimm, J. L. and W. K.
Groves, J. P.
Guy, M. M.
Hadath, G.
Hall, S. C.
Harborough, M.
Harraden, B.
Harris, J. C.
Harrison, F.
Haverfield, E. L.
Hawthorne, N.
Haydon, A. L.
Hayens, H.
Hendry, H.
Henty, G. A.
Herbertson, A. G.
Hocking, S. K.
Hodder, E.
Hollis, G.
Home, A.
Hope, A. R.
Horsley, R.
Hughes, T.
Hutcheson, J. C.
Hutchinson, J. R.
Hyne, C. J. C.
Imlach, G. M.
Irvine, A. M.
Jacberns, R.
Jacobs, J.
Jacobs, V.
Jeans, T. T.
Jefferies, R.
Jessop, G.
Ker, D.
Kingsley, C.
Kingston, W. H. G.
Kipling, R.
Lang, A.
Lee, A.
Le Feuvre, A.
Leighton, R.
Letts, W. M.
Liljencrantz, O. A.
Lynn, E.
Macdonald, A.
Macdonald, G.
McKean, G. B.
Mackenzie, D. A.
Mackie, J.
Mansfield, C. J.

Marchant, B.
Markham, C. R.
Marryat, F.
Marshall, B.
Marshall, E.
Marshall, H. E.
Martin, E. le B.
Marx, W. J.
Meade, L. T.
Metcalfe, W. C.
Millington, T. S.
Mitton, G. E.
Mockler, G.
Molesworth, Mrs.
Monroe, K.
Moore, D.
Moore, E. F.
Mulholland, R.
Nesbit, E.
Neufeld, C.
Newbolt, Sir H.
Nisbet, H.
North, H. B.
Norway, G.
Overton, R.
Oxenham, E. J.
Oxley, J. M.
Ozaki, Y. T.
Parry, D. H.
Paull, M. A.
Phillpotts, E.
Pickering, E.
Pollard, E. F.
Protheroe, E.
Ray, A. C.
Reed, T. B.
Reid, M.
Rhodes, K.
Rice, A. H.
Robson, I. G.
Rousselet, L.
Rowsell, M. C.
Russan & Boyle.
Saunders, Mrs. M.
Scott, M.
Scott, Sir W.
Seton, E. T.
Sewell, A.
Shaw, F. H.
Sherville, W. P.
Stables, G.
Stevenson, R. L.
Stowe, H. B.
Strang, H.
Stretton, H.
Stuart, E.
Surrey, G. S.
Swan, A. S.
Swift, J.
Talbot, E.
Thackeray, A. I.
Thackeray, W. M.
Tiddeman, L. E.
Tucker, C.
Turley, C.
Twain, M.
Tynan, K.
Vaizey, Mrs. G. de H.
Verne, J.
Walton, A.
Walton, O. F.
Warner, S. and H.
Westerman, P. F.
Whishaw, F.
Whistler, C. W.
Whyte, C. G.
Wiggin, K. D.
Wodehouse, P. G.
Wood, E.
Wynne, M.
Wyss, M.
Young, E. R.
Yoxall, J. H.

Much useful information about juvenile books may be obtained from the following two public library catalogues :

Finsbury Public Libraries. Descriptive handbook to juvenile literature. 1906 ; and

Glasgow Public Libraries, Woodside District Library ; Guide for young readers. 1921.

4.

In purchasing books, it is desirable though not necessary that they should be ordered through the medium of a Book-order Book. This should be of the usual duplicate type with an invoice form attached to each order form, the former of which would be rendered duly filled in by the book-seller when supplying the books ordered. It would be checked by the carbon duplicate of the order. A suitable ruling is shown on page 86.

Orders for books will be written out from the location or accession cards already referred to. The second-hand market should be used whenever possible, as this means a huge saving, but it is desirable that all books purchased second-hand should be seen before being accepted. When the librarian can visit the bookshops and see the books this is much the best plan ; if books are ordered second-hand without being seen, a proviso should always be made that they are " on approval," and that any or all may be returned if found to be unsuitable. All the big booksellers, and most others, are quite

Biblioshire Education Committee,
County Library.

Library Headquarters,
Tome Street,
..... 192 .

To M.....

Please supply books as under on terms as arranged.

Perforation.

Author.	Title.	Publisher.	Price.

Perforation.

Biblioshire Education Committee,
County Library.

..... 192 .

Dr. to .....

.....

Author.	Title.	Publisher.	Price.	Discount.

ready to agree to this. It is undesirable to buy scientific, technical, or, in some cases, sociological books at second-hand rate, as the editions of these usually offered are quite out-of-date. Sometimes "Review" copies can be obtained, but these find immediate purchasers when they are books of any value. It is quite safe to buy all other classes of books at second-hand, but the "on approval" proviso should be made whenever possible.

When books must be bought new, in almost every case the price will be net. The question of booksellers being forcibly prevented, at the risk of being blacklisted, from allowing any discount on book sales is a very vexed one. From the booksellers' standpoint it kills competition, which is always an unhealthy thing in trading; from the librarian's standpoint it makes impossible the preferential terms usually accorded in business to big buyers over small buyers, and, as a consequence lessens the value in books of the money available for their purchase. Much effort has been expended towards bringing back the pre-war condition of "subject" rates, at least as regards public libraries, but up to the present there has been no success. The recent ruling of the Publishers' Association that the circulating libraries may supply library copies of books to public libraries before the expiration of the "six months from date of publication" period which rules their general sales, is a hopeful sign, and it is hoped that in the near future, the embargo may be entirely removed. Both the Library Association

and the Carnegie United Kingdom Trust have given much attention to this question.

5.

As the books reach the library from the booksellers, they are checked by the record in the order book, and any queries are set on one side. They then pass through the following processes before they are ready for issue to borrowers.

They are :—

1. Accessioned or Stocked,
2. Cut, collated, stamped and labelled,
3. Classified and catalogued ; and
4. In the case of non-fiction, numbered on the back.

1. *Accessioning.*—For complete efficiency this is a double process, which produces firstly a record of invoices of books in the order of supply to the library, and secondly, a complete record of every volume added to the library giving full details of each volume—date of purchase, publisher, price, class, etc. Both records are best kept in ledgers, though some librarians prefer to keep the book records on cards.

A ruling of each of the ledgers will explain their purposes. The first may be called an Invoice Register, and its ruling would be :—

No.	Date.	Donor or Vendor.	No. of Vols.	Net Cost.	Remarks.
	1922.			£ s.	
1	1 Jan.	Hope & Bendall ...	25	4 19	
2	4 ,,	Thos. Curtis ...	78	6 4	
3					
etc.					

Every book invoice, after the books to which it refers have been checked, is entered up in this ledger. The numbers at the extreme left hand of each page run in numerical sequence, and this number is written boldly on the top of the invoice to which it applies. The remarks column would contain such information as " submitted to Committee to this point " with the date ; or any special point relating to the particular purchase registered on any line.

The principal purpose of this record is to make it possible to find out quickly the amount spent, and number of volumes added to the library for any particular period. If kept from the beginning of a library's work, it gives a complete and concise record of the full amount of money spent on books. It is of particular value towards the end of any financial year.

The ruling for the second ledger referred to, which is called the Accessions or Stock Book, is much more detailed, and gives consequently much more information.

ACCESSIONS [OR STOCK] BOOK.

Accession number	Date of Invoice.	Author.	Title.	No. of Vols.	Date of Publication.	Class	Publisher.	Published Price.	Vendor or Donor.	Cost Price.	Remarks.
								£ s. d.		£ s. d.	
81	1922. 21 Jan.	Green (J. R.)	Short history of English people.	1	1918	9	MacM	6 0	W.H.S	6 0	
82											
83											
84											
85											
etc.											

The numbers in the left hand column, one to each line, run in numerical sequence all through the ledger, and, as the particulars of each book are entered in this ledger, the number of the line is carried on to the book to which it applies—either on the back of the title page, or on some other convenient place. It is advisable to put the number on two different pages in each book—say back of title page, and bottom of page 101, in case one of the pages may get lost. This is important as will be seen when we come to discuss exchange methods, as it is this accession number which is used in conjunction with the allocation cards, and if lost much labour is sometimes involved in tracing it. In the " Remarks " column go such particulars as the date of a book being withdrawn from the library, or the address of the donor where a book is presented, and matters of a like nature.

The other columns are self-explanatory, so that nothing needs to be added : save that the importance of this complete record of the stock of a library is very great, and it should be carefully and neatly kept.

2. *Cutting, collating, stamping, and labelling books.* —This is ordinary library routine work on which it is not necessary to elaborate. The work should be carefully and effectively done, and the collating should be thorough so that all imperfect or defective volumes may be returned to the booksellers and perfect copies obtained in place of them. The work will be done for the most part by juniors, to

whom the chapters dealing with it in Roebuck and Thorne's *Primer of Library Practice* may be recommended. It is not advisable to leave this work in the hands of book-contractors.

The labels are pasted on the verso and recto of the front end papers. They are of two kinds: namely, a brief "rules" label, and a dating label. The purpose of the former is to make an appeal to all readers to exercise care in handling books, and to make known very necessary rules, such as length of time allowed for reading, and particulars of the procedure necessary in obtaining extension of period of loan. The following is a specimen of suitable wording:—

BIBLIOSHIRE EDUCATION COMMITTEE.

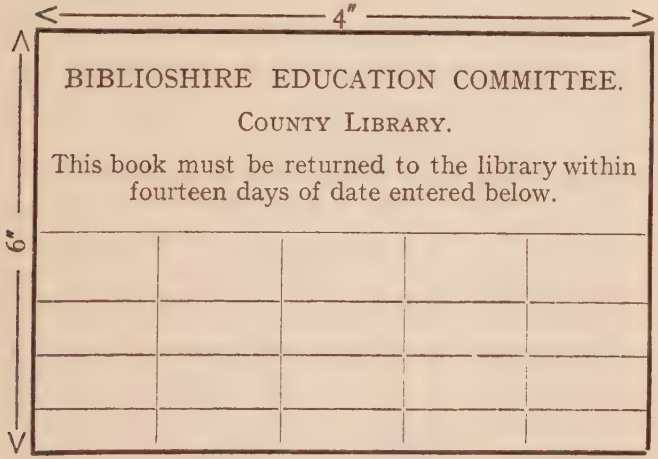
COUNTY LIBRARY.

"Borrowers are requested to take great care of the books while in their possession: to protect them from rain, and not to turn down the corners of leaves.

"All books must be returned to the library within 14 days of the date of issue. An extension of the period of loan will be granted if desired, providing that the book be not in demand by other readers."

The dating label is to assist in seeing that the books are not kept beyond the time allowed for reading, as this causes a great deal of inconvenience. If there is a system of fines for detention of books beyond the time allowed for reading, the date of issue entered on this label prevents argument when the book is brought back as to how long the borrower has kept it. The date label should be

ruled into spaces, each space just large enough to take one date, and a suitable form is :—


4"
6"
BIBLIOSHIRE EDUCATION COMMITTEE.
County Library.
This book must be returned to the library within fourteen days of date entered below.

3. *Classifying and cataloguing.*—It is not proposed to consider either of these subjects in detail, as each is sufficiently big to require a book of this size to cover even its essential points. Furthermore there already exist text books by competent authorities, and the more important of these are given in the subjoined bibliography.

Briefly it may be said that one of the standard book-classification schemes, of which there are three in general use, should be chosen. The three are :—

Brown, J. D.—Subject classification.
Cutter, C. A.—Expansive classification.
Dewey, M.—Decimal classification.

and all three are quite suitable for use in almost

any kind of library. Perhaps the most popular scheme is Dewey's.

The classification and cataloguing should be thorough but without any intricacy. It is a desideratum that the finished catalogue should be as simple in form as possible, because of the nature of its future users. For this reason, the dictionary form of classed catalogue such as is used in connection with the Glasgow District Libraries is to be recommended. For headquarters purposes the classification must be exact, but need not be very detailed; if the Decimal classification scheme be used, the use of the first three figures will give all the necessary information. A sufficient individual number for each book is the accession number already referred to.

4. *Numbering books on the backs.*—For all books other than fiction it is advisable to have their classification numbers lettered on the back. The most satisfactory way of arranging fiction on the shelves is to arrange the books in alphabetical order of authors' names, and as sufficient particulars for this appear on the backs of most books no further particulars are necessary.

If considered necessary, juvenile fiction may have a J or a C lettered on the backs of the books.

With regard to non-fiction much more detail is required, as the arrangement of these books on the shelves must be first by classification number and then alphabetical order of authors' names inside these classification numbers. If books do

not bear their classification numbers on the backs it becomes necessary to look for these numbers inside the books. This causes much waste of time.

There are two quite satisfactory methods of lettering on the backs of books. The better of these is that of stamping in gold as done by bookbinders : the other is to letter in white ink, using an ordinary pen, and to put a coating of a hard, clean varnish over the top of the white ink when dry.

Probably the most suitable way of dealing with the problem is to letter in white ink all books in publishers' cases, and to have all books rebound stamped with gold lettering.

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SAVAGE, E. A.—Manual of descriptive annotation. 1906. Grafton.
SAYERS, W. C. BERWICK.—Canons of classification. 1915. Grafton.
—— Introduction to library classification. 1918. Grafton.
—— Short course in practical classification. 1913. Grafton.

STEWART, J. D., and CLARKE, O. E—Book selection. Grafton.

Many bibliographies of a general nature not mentioned in this chapter are described in this pamphlet.

For lists of articles in professional periodicals consult :

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CANNONS, H. G. T.—Bibliography of library economy 1910. Grafton.

CHAPTER V

TRANSPORT

THE transport question resolves itself naturally into two parts, namely :—

1. How to obtain the cheapest service ; and
2. How to obtain the most expeditious service.

The latter of these is the more important, and the former connotes more than the actual charge for the journeys of the boxes.

We can best survey the various problems of transport by a seriatim discussion of the various media employed, and then a balancing of the pros and cons of each.

There are five methods that may be employed by a county library authority for the transport of its book-boxes to and from the various village branches. These are :—

1. Railway, goods train rates.
2. Railway, passenger train rates.
3. Carriers.
4. Hired motor transport.
5. Transport by motor owned by authority.

Numbers 1 or 2, and 3 will not usually be found to be mutually exclusive, as carriers do not as a rule

operate over districts which are served by a railway. It will be best, therefore, to consider these three media together.

Firstly with regard to the two railway rates, it will usually be found that the rate for conveyance by passenger train is about three times that by goods train, and that, though an expeditious service is certainly obtained, it is at such cost as to be rendered impracticable.

Conveyance by goods train is probably the cheapest method of all so far as the charge made by the railway companies is concerned. The expense, however, does not stop here. Anyone who has seen the results of some of the " accidents " that occur from time to time knows that the wear and tear on boxes of goods sent by this method is far from being ordinary, and this excessive wear and tear must be reckoned as part of the net cost. There is also, with this method of transport, a tremendous amount of inconvenience caused through the time taken up in transit of the boxes from headquarters to the various library branches and in their return. Some of the boxes are as long as three weeks or a month in reaching their destinations, which means enormous inconvenience to the service.

A further point which must be taken into consideration when considering transport by rail is the fact that the railway only takes the boxes to the nearest railway station, which may be as far as ten or more miles from the actual delivery point. Sometimes one of the local people will collect the box from the

station and bring it to the local branch premises free of charge ; but more frequently this has to be a paid service. The cost of the journey from station to local branch is frequently higher than the cost of that part of the journey accomplished by rail.

We may say, then, that both methods of rail-transport have very great disadvantages attached to them ; passenger train service rates being such as to preclude its usage, and goods train rates, though they are usually very low, having attached to them an excessive amount of wear and tear, an expenditure of time in transit which is most undesirable, and frequently additional charges, sometimes very high ones, for conveyance from nearest station to local branch premises.

As already remarked carriers usually operate only in districts where there is no rail service and the use of carriers in county library transport will, therefore, usually be co-existent with the use of rail transport. Speaking generally, the work done by carriers is quite good. Their charges vary according to distance of journey much more than rail charges ; and, as a rule, the charges must be regarded as being high.

Motor transport is undoubtedly the most satisfactory method of transport, and were it not for the fact that, in the early stages at any rate, the net cost of motor transport probably exceeds the net cost of the use of rail and carriers at every point, there would not be any question at all as to the method of transport to be adopted. So far as

motor haulage contractors are concerned, the basis for charges is mileage ; but so far as the library is concerned the figure necessary is the cost per box per journey. It is necessary, therefore, to convert any haulage contractor's estimate of so much per mile into terms of cost per box per journey.

Where a county is well populated, and its area is not too great, the position is easier, as the distance to be covered by a lorry in distributing boxes is consequently circumscribed ; but it is such a state as this in a county which would induce railway companies to provide a fair service to compete with any other method of transport. The most difficult question is connected with those counties which are but sparsely populated, and which cover big areas, as the rail service is almost sure to be poor, where it exists at all, and the cost of motor transport would be consequently higher.

Figures of motor transport estimates for this class of work are available for three counties, and they give a fairly clear indication of the position. They are as follows :—

County A : 1s. per mile, which resolved into terms of per box per journey worked out at approximately 2s. 6d. each.

County B : 2s. 6d. per box per journey.

County C : £6 3s. 9d. for taking out 23 boxes and bringing back a similar number ; i.e., in terms of per box per journey, 46 boxes : which gives the average figure of just over 2s. 8d. per box.

It may be added that all three estimates were

worked out entirely independently, and it is safe, therefore to assume that at present rates the average cost of hired motor transport per box per journey is about 2s. 6d. It should be added, however, that whereas the boxes of Counties A and C have a holding capacity of an average of 30 volumes, the boxes of County B have roughly twice that holding capacity. It is worth while, therefore, to consider the details of the various contract prices indicated a little closer.

In the case of County A, a local garage offered to do the work of distribution at a cost of 1s. per mile. It was calculated that 60 miles a day, and 12 calls would be as much as could be accomplished. Each call meant the putting down of one box and the picking up of one for return, so that the motor started out with 12 boxes, and returned with 12. This means that there were 24 boxes moved for £3 —i.e., a rate of 2s. 6d. per box per journey. The 60 miles a day figure was an average and not a fugitive one, and was arrived at after a consideration of the total county operations which entailed sending out 400 boxes three times yearly and getting a similar number back—that is the movement of 2,400 boxes. Those boxes, as already indicated, had a holding capacity of some 30 volumes each.

County C carried out an actual experiment of which the result is given in definite figures. As this was an experimental journey, without any undertaking of further work, it may be supposed that the price charged was at a higher rate than that which

the firm would offer for a recurring job, and that if a contract price had been obtained it would have brought the figure per box per journey from being just over 2s. 8d. per box into line with the other two—that is to 2s. 6d.

For County B more detailed information and figures are available. As already stated, the fact that the estimate was a " box " estimate, and not a mileage estimate, made it possible to ascertain the actual net cost per journey which the authority would incur in accepting it. Further it made it possible to make a definite comparison with the cost for rail transport, supplemented by carriers, which, up to the time of the acceptance of the motor haulage estimate had been the method of transport employed by the authority. In considering the details of this county it should also be remembered that the holding capacity of the boxes employed is almost twice that of the other two counties.

The method of procedure was that a list of places at which there were county library branches in existence was drawn up, and a figure, showing the number of boxes which each place had at one time, was added to each place name. It should be explained that the number of boxes sent to each branch varies according to the local population : most of the places receive only one box, but some receive as many as six or eight at a time. The contractor was asked to work out routes which would take in the whole of the places, find out what his total mileage was, and after finding that give a price per box for

the whole exchange. He was told that arrangements would be made for him to pick up a box for return at each place where he dropped one, and that all boxes taken out, and all brought back, were to rank for payment.

The contractor estimated, after seeing the boxes, that the holding capacity of the small one-ton lorry he proposed to employ was between 20 and 25 boxes. He worked out the particulars of possible routes as under, and he submitted the estimate of 2s. 6d. per box :—

Route	A	Total boxes each way			21	Mileage	90
,,	B	,,	,,	,,	24	,,	73
,,	C	,,	,,	,,	20	,,	74
,,	D	,,	,,	,,	22	,,	66
,,	E	,,	,,	,,	22	,,	39
,,	F	,,	,,	,,	21	,,	67
					130		409

130 boxes were to be taken out, and a similar number brought back, which made a total of 260 boxes to rank for payment. This meant £32 10s. for the work of one exchange over the six routes with a total mileage of 409 miles—i.e., just over 1s. 6d. per mile.

These figures were compared with those of rail and carrier transport, and it was found that the latter, on a year's work, averaged 2s. 2d. per box per journey—transport of 692 boxes had cost £73 14s. 6d. The acceptance of the estimate for motor haulage thus meant an increase per box per journey of fourpence. To balance this added cost,

however, was the saving in wear and tear, and the undoubted advantage to be gained by a service which ensured the return of used collections of books from branches on the same day as the new collections were sent out. The authority, therefore, decided that the gain more than balanced the additional cost and accepted the estimate. It may be added that in practical working the scheme is a complete success, and the contractor has every hope that, as the number of library branches in the county increases, and the distance between them consequently lessens, and as the cost of running the lorry decreases, he will be able to lower his figure.

The last method is concerned with the question of a lorry owned by the authority. If this be possible, there is no doubt whatever that it is the most suitable and efficient means of transport that can be obtained. The difficulty is that there is not sufficient work connected with a county library to justify the purchase of a lorry solely for library purposes. At least this is so during the early years, though, as activities extend and the value of the library becomes more and more recognised by its users in course of time (which has been the common experience of all county libraries), it may become not only possible but desirable for a county library authority to own a small lorry and undertake its own transport. It must be admitted, however, that up to the present the expenditure this would involve seems undesirable; though it should be added that a lead has been given by the county

authority of Perthshire, which has purchased and fitted up a one-ton Ford lorry for its work. There are features about this conveyance with which we are not in entire sympathy, but which do not apply to a discussion on purely transport matters. The other matters connected with the Perthshire lorry are discussed in the chapter dealing with the relations between headquarters and branches.

There are two other possibilities which remain to be explored : the first is the possible advisability of a county education committee purchasing and maintaining a small motor lorry for the whole of its transport work, including the transport connected with the county library ; the other is the question of two or more county library authorities owning and using a small lorry jointly.

The first of these seems eminently commendable, and may prove to be the solution of the many difficulties. There is a great amount of transport work connected with the administration of every county education system, such as the sending out of parcels of stationery and exercise books when these are bought in bulk and sent out from the county office, the sending out of tool-chests for use in connection with the handicraft classes, and the collection of coal from the various county railheads, its transport to depôts and its distribution to individual schools. If all this transport work were combined, and to it was added the transport work of the county library, it might be found that it would effect an actual saving to the committee. A further

point which in theory at least makes this even more possible is the fact that certain county education committees, such as the committees of Kent and Warwickshire have established schemes for the wholesale buying of all materials and stores used throughout the school system, and each has established a central stores in connection with the county education office from which these materials and stores are distributed. This entails a very considerable increase in the transport work to be undertaken by each of the committees, and it is quite possible that they will find it desirable to purchase small lorries to carry out the work.

The second scheme, that which suggests the combination of two or more county library authorities in the joint ownership and use of a small lorry emanated from the Secretary of the Carnegie United Kingdom Trust, Lt.-Col. Mitchell. Theoretically, it would seem to have much to recommend it, but it is to be feared that the same difficulties would occur as those which occur in the case of most things jointly owned. The suggestion as made by Colonel Mitchell was that three neighbouring counties, such as Staffordshire, Warwickshire and Gloucestershire might combine in the ownership and maintenance of, say, a one-ton Ford lorry. Each county would pay one-third of the cost of purchase and each one-third of the yearly running expenses. The cost of the lorry was estimated at about £230, and the running cost at about £400 annually, which would mean for each of the three combining counties a

capital outlay of about £80 and a yearly expenditure of about £133. These figures are very tempting and they were calculated with care. It is safe to estimate that the transport cost to any county with 150 branches or over will be from £150 per annum upwards, and three counties with 150 branches each could easily be dealt with by a lorry doing this work and nothing else. But the joint-ownership question would entail the necessity of each of the three counties having fixed dates on which the lorry would be available for its work, dates which would be incapable, probably, of any variation or alteration, and it is to be feared that this would give rise to difficulties. No scheme with the amount of detail connected with it that there is connected with a county library scheme can be satisfactorily run on the lines and with the inelasticity of a railway time-table. It would be interesting however, to see an experiment on these lines carried out.

Transport problems may, therefore, be summed up as follows. The five methods indicated at the commencement resolve themselves into two main considerations—firstly the combined use of rail and carriers, each complementary to the other, and neither an exclusive factor: secondly the use of motor transport, hired, owned, or partly owned. The yearly cost for moving 150 boxes four times a year by each method is approximately :—

	£	s.	d.
Rail (passenger rate) and carriers (about) ...	303	6	9
,, (goods rate)	130	0	0
In arriving at these figures it has been assumed that carriers would be used for, say, one-third of the boxes.			
Motor transport (hired)	150	0	0
,, ,, (owned or jointly owned with other authorities; if the former, used only partly for library purposes, and partly for other purposes connected with the work of the Education Committee concerned)	133	0	0

From these figures, which, though approximate only in the case of passenger train rates and the ownership of a lorry, have been tested as far as possible (and, indeed, are a summary of the cost of actual work done in the case of the other two), it will be seen that the use of passenger train for conveyance of the boxes is quite hopeless and may be ruled out without hesitation. The figures for rail transport at goods rate, for transport owned by the authority, but only partly used for library purposes, and for a lorry owned jointly with two other authorities are almost the same. The figure for hired motor transport is approximately 14 per cent. higher. In comparing this latter figure, however, with that of an owned or jointly-owned lorry, we must remember that the figures for owned or jointly owned lorries have their basis, as yet, in theory only, though great care has been taken to make them as accurate as possible.

Against the 14 per cent. increased cost of hired

transport over cost of using goods rate and carriers must be balanced the record of difficulties connected with the latter method: the excessive wear and tear on the boxes, and the inconvenience caused to the service by the enormous amount of time wasted in the transit of the boxes. When these things are carefully considered, it may be doubted whether the net cost will favour the use of rail transport to this extent.

It may be stated quite definitely that the advantages to be derived from the use of motor transport are so great that it is eminently desirable to use this means if it is at all possible. The cutting out of all delay in exchange which a motor service accomplishes, and the fact that "returned" collections from branches arrive back at headquarters on the same day as that on which the new collections are sent out, means a very considerable benefit to the service. The question as to whether it shall be a hired or an owned lorry is one that may well be left for the consideration of individual authorities.

CHAPTER VI

THE ORGANISATION AND ADMINISTRATION OF LIBRARY BRANCHES

1.—Organisation

It may safely be affirmed that the complete success of a county library system depends on two things —firstly and principally on the adequacy and efficiency of the book-selection; secondly on the careful organisation of the local branches. Without good books, and a sufficiency of them no library can succeed; without capable organisation, particularly at the point of delivery, where the actual users of the library are dealt with, the library is not given a fair chance. The record of issues of books in county libraries as given in the latest report of the Carnegie United Kingdom Trust (eighth annual report for the year 1921) totalling as they do hundreds of thousands, speaks well for the careful organisation work accomplished, and shows, as nothing else could, the enormous need that existed for the provision of county libraries throughout the country.

County library schemes, being under the direction of County Education Committees, are fortunate in being able to derive some of their original motive force from existing and tried machinery—the

machinery of the county elementary school system. There are two main methods of branch organisation in use, each of which has given good results. These shall be described in detail and then criticised.

The first method is to enlist the aid of local head teachers, and, after indicating the purpose and scope of the library to them, to leave the local arrangements in their hands and simply send out to them the collections of books. All details, such as those of distribution, would be worked out at local discretion. The decision as to original branches may be made either at headquarters, and the head teachers concerned be communicated with, or the scheme may be made known throughout the schools in the county, and applications for the establishment of branches invited. In both cases the knowledge of the County Director of Education as to the suitability of places for initial work is invaluable and he will, in all probability, decide on the places to be selected for the first work. Communication, if general, and inviting applications for the establishment of branches of the Library, would probably be circulated with the other educational details and memoranda which are sent out to head teachers from county education offices at fixed periods. If a preliminary selection of branches is made, and a general invitation to apply for their establishment is not circulated, a copy of a circular letter should be sent to each selected place. In both cases the information given would be the same, and might be as follows :—

"Owing to the generosity of the Carnegie United Kingdom Trust, it has been made possible to establish a county circulating library for the use of all residents, men, women and children, residing in the administrative area of the County Council, who are not served by a public library established under the Public Libraries Acts. The object of the library is to supply books, both for students and the general reader, in each town and village in the administrative area of the County Council where there are readers who wish to take advantage of the library. Among those who are likely to use the library are :—

(*a*) Farmers, farmers' sons, bailiffs, and other who wish either to study agriculture generally from the scientific side, or to consult agricultural books on some special point.

(*b*) Engineers, mechanics, miners, and indeed all workers, for whose success some book knowledge is indispensable.

(*c*) Fruit growers and other horticulturists.

(*d*) School teachers.

(*e*) Lads and girls who have left school and who under the influence of their late teachers wish to continue their reading, especially in connection with their occupation, present or future. There are believed to be a large number of these, but at present teachers cannot do much for them as any but cheap books are beyond their reach. If they are attending evening schools, they need books all the more, and it is impossible to organise such

classes successfully without a plentiful supply of books.

(*f*) Persons of all classes who are interested in some special subject, such as history, travels, biography, local antiquities, sociology, economics, or different branches of science or art.

(*g*) School children, for whom there would be a special juvenile section.

(*h*) The general reader.

It is, of course, obvious that it is impossible to study any technical subject without books, and the necessary books are beyond the reach of the majority of the population. Even when they attend classes this remains true, and in a scattered population it is impossible to provide classes for the majority except at a very heavy cost. Good books are more useful than second-rate instructors. Quite apart from these technical subjects, books are by far the most effective and cheapest way of quickening the intellectual interest of the population generally.

It is notorious that village libraries do not meet the need because the necessarily small stock of books is soon read and there are no means of keeping up a fresh supply.

The headquarters of the library are at ————, and it is administered under the direction of the County Librarian. The books are selected by the County Library Committee, which is a sub-committee of the County Education Committee.

Each town or village wishing to use the library must form a local committee with an honorary

secretary who would probably, as a rule, be a school teacher. The local committees will be responsible for all the details of local administration, and will, on formation, frame rules to govern their activities (specimens of suitable rules will be supplied from headquarters). Local Committees will, from time to time, send in lists of books that are wanted, and the County Librarian will meet their requirements as far as possible.

[Or, alternatively : Local branches of the library will be established at all places in the county where the Head Teachers will undertake the local work of administration ; and Head Teachers who are willing to carry out this condition are invited to apply for the establishment of a local library branch.]

The books will be sent out from Headquarters packed in special boxes, and will be stored in, and distributed to readers from the school, village institute, or other convenient place in the locality."

If the method of organisation chosen is that of utilising the Head Teachers, and leaving matters entirely in their hands, the work of the central body is very considerably lightened ; and in any case the local head teachers will assuredly play a large part in the work. As a general rule, excellent results have been obtained from co-operation with teachers, who, realising the unique opportunity offered and its undoubted value, have embraced the scheme with enthusiasm, and willingly undertaken the work involved. The weak point, however is that the success of the scheme in each place rests

with one individual, and the interest of the people in that place is the interest which that individual can inspire and sustain. Most rural head teachers are capable of inspiring this interest : some are not. Moreover, individuals move about from place to place at times, and a change of head teacher may result in a loss of driving force since the newcomer may not have the same literary interests and power of inspiration.

The second method of organising branches is to create local committees to undertake local administration. This entails a much greater expenditure of initial labour, but it establishes a continuity of interest which is quite detached from any individual interest. An enthusiastic committee occupies a place, and is capable of work which no individual can equal, and the influence of a body corporate is greater than the influence of an individual. It constitutes, moreover, a permanent organisation in the place concerned, as a new member can be elected by the remaining members on the resignation or death of any member. Lastly, it represents as many shades of opinion as there are members, and by the representation on the committee of each of the local bodies—such as, for example, the village club, the Women's Institute, the Church, the School, the Parish Council, the evening continuation School, and the Workers' Educational Association—a sympathy of interest in the library and its work on the part of all the local powers is established and maintained.

In counties where it is decided to carry out the local administration with the aid of local committees, these should be formed at a meeting of residents interested in the scheme in the place concerned. The meeting need not be a general parish or town meeting, though this is a matter to be decided by individual county library committees. For practical purposes it is sufficient to call together representatives of all local organisations—the Parish Council, the Women's Institute or Workers' Educational Association where there is a local branch of either of these, the village institute or club, the local churches of all denominations, the Y.M.C.A., Boy Scouts and Girl Guides, and all school teachers, together with such other people as may be specially interested. The County Librarian should attend this meeting, and describe the details of the county library scheme—its history, object, and scope—largely on the lines of the circular letter outlined above, but in greater detail. He might also give information on any special points which the county library committee consider to be worthy of special stress. At the end of his address, he should invite questions on any point he has not made clear.

The questions asked will usually be connected with finance, and it is necessary that the County Librarian should understand the financial side of the library to the minutest detail, and have complete information as to the intentions of the County Council with regard to financial provision for the library's activities. Usually the cost to the county, in the

early years at any rate, will be concerned with the cost of maintenance only, and will entail the small expenditure represented by a rate of $\frac{1}{20}$th to $\frac{1}{4}$ of one penny in the £, and will more often approach the former than the latter figure. Capital charges are met in the early years by the grants from the Carnegie United Kingdom Trust; but the opinion may be expressed that the book provision figure in these grants will be found to be entirely inadequate to the needs of counties as schemes develop, and, in order to carry the work to the limits of its capacity, it will be necessary, after the exhaustion of the Trust grants, to provide for additional book provision from county funds. It will be necessary, in order that the library can be used to its full capacity, for the number of books in a county to be in the ratio of about 20 per cent. to the population the library serves; the Carnegie Trust grants are based on a book provision of about half this percentage.* Individual authorities will, of course settle the problem as regards their own areas, but it is only necessary to read through the extracts from the reports of county library committees as given in the annual reports of the Carnegie Trust to see how often the cry "Book supply entirely inadequate to the demand" is raised, and, as the various existing schemes develop, and new ones are inaugurated, that cry will become more and more vehement.

* The basis on which the Carnegie Trust make their book grants is, as a rule, one book per five of school population at the rate of five books to £1.

The question of local premises is frequently raised, and it is as well to leave this to the discretion of the people in the place concerned. The school can, of course, always be used, but sometimes it is more advisable to house the books in the local institute or some other place.

This raises a very important point in county library organisation. Where the places concerned are small, and have one school only, the position is an easy one—the books may be housed in the school, and the Head Teacher or one of the assistant teachers will usually be found to be willing to act as local librarian. Where, however, they are either too small to have a school at all, or big enough to have several, the position is not so easy. In the case of the very small places without schools, it is necessary either to obtain the use of some public building, such as the village hall where there is one, or to find accommodation in some private house. Where a local meeting is held, attended by the County Librarian, this can usually be arranged without any difficulty, but it will be observed that administration entirely through head teachers breaks down here. It may be argued that all children must attend some school, and that the distance to the nearest school cannot be great, but it is, in actual fact, sometimes as far as three or four miles, and most adults will not walk three or four miles to borrow books of the value and interest of which they are frequently in total ignorance. The question of the small towns—or large villages—possessing

several schools is much more difficult of solution. It seems desirable that the library should be a town or village institution, and that the books should be housed in, and administered from some central point; not that each head teacher should receive a box of books for distribution at his discretion. The small town problem is, in fact, probably the most serious problem which county library systems are being called upon to face. Many counties are dealing with it by leaving them out altogether, at all events for the present, and the Carnegie Trust would seem to concur in this view, a view which would seem to be a mistaken one. A delegate at the Carnegie Rural Libraries Conference in 1920 advanced the theory that "if a town which has long had the power to rate itself for library purposes has not cared to do so, this fact is no reason for county authorities burdening themselves with the responsibility"; that the scheme "is for rural areas and scattered populations." This seems to be the general view of those who wish to exclude such towns from county library systems; but in many cases the position has not been that the place has not cared to rate itself for library purposes, but that the proceeds of a rate of one penny in the £, which was the statutory limit up to 1919, were quite incapable of providing library facilities adequate to the needs of the place, and that, therefore, the question of a public library had to be dropped though with reluctance. There is a place known to the writer where this is clearly demonstrated.

With enthusiasm for the foundation of a local public library, the Libraries Acts were adopted some years ago, but, when the question of finance came to be discussed, it was found that the income from rate sources was so small that a library could be neither established nor maintained. It may be presumed that many other small towns considered the adoption of the Libraries Acts, but found that the income to be derived from rate sources was insufficient to its purpose and therefore did not proceed any further. If, then, the theory that county library systems are for the benefit of purely rural areas, in the narrowest sense of the term "rural," be accepted, small towns in the administrative area of a County Council which has adopted the Libraries Acts have little hope of gaining suitable library provision, since they themselves are no longer free to act in the matter.

To include small towns with populations of from say 2,000 upwards certainly entails difficulties of administration with the existing machinery; but it has been proved that the difficulties are by no means insuperable—that they have, in fact, been overcome in the case of one county authority at least. As has already been pointed out, the school system cannot deal satisfactorily with the bigger places. There is need for definite library accommodation—a room and bookshelves—and the book stock available must be in the ratio of at least 10 per cent. of the local population. In the county referred to, the difficulties have been overcome in a variety of ways, three of which may be described :—

(*a*) Place with a local population of about 5,000. At this place the active interest and assistance of the Urban District Council and its clerk were enlisted, and a room at the offices of the Council was fitted with bookshelves, the cost of which was met in a most generous way by the Clerk to the Urban District Council. The library is open to the public on two full days a week, and the duties of administration are carried out by the Clerk and his assistant. The number of books sent to this place from the library headquarters is 500, and a portion of this number is exchanged quarterly. In addition to these books, 200 have been presented to the branch by prominent local citizens. A further interesting point about this place is that the Urban District Council sends its motor lorry to the library headquarters, five miles distant, for the exchange of book boxes, so that there is no transport cost to the county authority in respect of it.

(*b*) Place with a local population of about 9,000. At this place there is a hall belonging to the church, but situated at some distance from it, the loan of which for local library purposes was granted by the church authorities after representations being made by the local library committee. The church authorities make a small charge during the winter months for light and heat used. The library is open for three hours one night each week, and there are two honorary librarians. Number of books supplied—700.

(*c*) Place with a local population of about 8,000. At this place, where there are several schools, the most centrally situated of them was chosen for local library purposes. Up to the present there are no shelves for the books, but these are spread out on blackboards resting on the school desks when the library is open ; shelves are to be fitted shortly. The library is open one evening each week for two hours. The number of books supplied is 500, and there are two honorary librarians.

In the case of (*a*) and (*b*) the juvenile section of the library is administered quite separately : at (*a*) the local librarian divides the juvenile books in the collection into a number of collections equal to the number of schools, and sends one collection to each school. These school collections move round on a chain system until each school has had all the collections. They are then returned to the local librarian, who sends them back to headquarters and obtains a fresh supply. At (*b*) the adult books are sent to the Church Hall referred to, but the juvenile books are sent to the Head Mistress of one of the Girls' Schools, and she administers the juvenile section of the library at her school. This juvenile library is open for one hour after school hours on one day each week, and the children of the town borrow their books on this day.

In the case of (*c*) the juvenile section of the library is administered at the same place as the adult section, and by the same local librarians, but

the times at which the library is open for adults and children are different.

These three methods of dealing with the small town problem are not advanced as perfect solutions to it, but they have at least been proved in actual practice to be workable ones. The principal difficulty is undoubtedly that of obtaining suitable premises. A possible solution might be the planning of a library room in connection with day continuation schools when these come to be built ; although the present position with regard to day continuation schools does not leave much room for hope that they will be built in the near future. For a few years these temporary solutions may serve, but eventually the question of establishing Branch Public Libraries, similar to those in the bigger towns, will have to be faced by County Library Committees.

The following are typical of other questions asked at meetings at which local library branches are organised :—

1. Is any provision made for bookshelves at branches.

2. When the library is at the school and administered out of school hours, is the caretaker paid for this extra work.

3. Are local librarians reimbursed for their out-of-pocket expenses, such as postages.

The first of these points is frequently raised, but it is quite impossible to meet the cost of providing bookshelves at all centres, at least in the early

years of the activities of the library. Sometimes, when the library is housed at the school, a cupboard is made available, but this is far from general. In the smaller places, those, say, which receive 100 books or less at a time, bookshelves are not absolutely necessary, as, on library nights the books can be spread out on tables or desks, and those not borrowed, if any, can be stored at all other times in the book boxes. At places where more than 100 books are received at a time, the question has some significance. Sometimes local endeavour will provide the means to procure shelves—concerts or whist-drives may be organised and the proceeds used for this purpose, or some wealthy person resident in the locality may be induced to provide them. In acute cases it may be found necessary for the County Library Committee to provide them.

The other two points, and others of a similar nature which are sometimes raised are dealt with in the section on administration below.

From the foregoing it is evident that the local committee system, enlisting as it does the sympathetic interest and co-operation of all sections of local communities is the wider system ; that it can deal with situations which will inevitably arise in all counties, and which a purely school system is incapable of dealing with—such as the problem of the place too small to have a school of its own, and yet too far away from the village containing the nearest school to be satisfactorily dealt with by a library housed in that school ; and the problem of

the small town or large village which must, for complete efficiency, have some form of institutional library—and that it gives a permanency and solidity to a scheme which cannot be obtained from any individual however competent. The conclusion is, therefore, that the local administration of county library branches is best placed in the hands of local library committees specially appointed to carry out the work.

2.—Administration

The system of local administration should provide the following :—

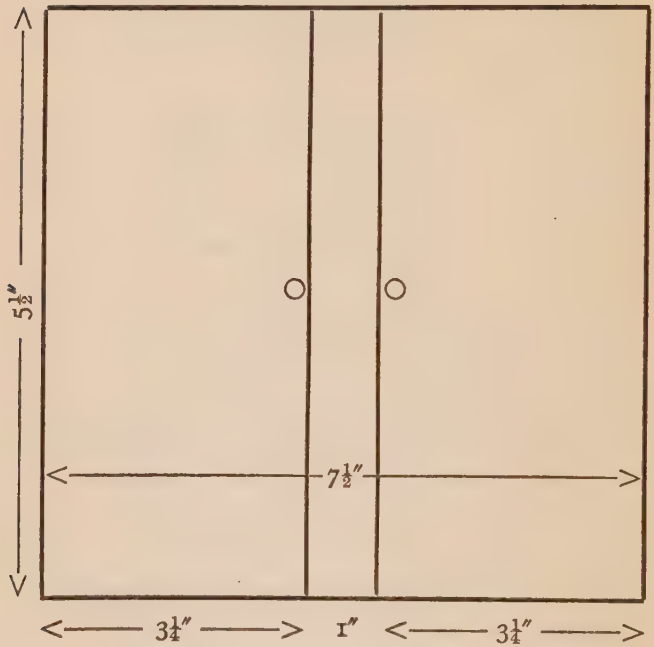
1. The recording of the issue and return of all books.
2. The registration of borrowers.
3. The disinfection of books which have been exposed to infection.
4. The fining of borrowers who damage or lose books, or keep them for a longer time than that for which they are issued.
5. Payment of out-of-pocket expenses of all the local librarians.
6. The provision of all necessary forms and stationery.

1. *Records of Issues.*—These may be kept either on cards, specially ruled to give the particulars desired and known as Book Cards, or in small books, the pages of which would be ruled to provide similar information.

Where cards are used, these may be of whichever

size the committee consider most desirable; but as already stated, the use of a card measuring 5 ins. × 3 ins. is recommended. The cards, or book-pages, are ruled as shown on page 127.

CARD CASE.



On one of the cards, or a page of one of the books, author, title and classification number of each book in each collection sent out are entered. The cards are arranged in some definite order such as alphabetical order of authors' names, and fastened in a case. The case can be very simple, as for instance,

OBVERSE.

Place..... P.—Pupil. T.—Teacher.
F.—Other female. M.—Other male.

Book :

Name.	P.T. F. or M.	Date Borrowed.	Returned.
		○	

3″

5″

REVERSE.

Name.	P.T. F. or M.	Date Borrowed.	Returned.
		○	

5″

similar to the cover of a cloth-bound book, and each of the cards has a hole punched as shown on the diagram. The cases have similar holes punched in the boards as shown on diagram, and when the cards are placed in the case they are fastened with a cord.

If the collections sent out are always of uniform size, the small issues books have much to recommend them, but the complete elasticity of the card system is essential where there is variance in the number of books sent to local branches. In what follows cards or book-pages apply equally.

When a collection of books is made up for any branch, a set of cards, one for each book, is written, and each card is stamped with the name of the place for which the books are intended. The cards are then arranged in a case as described, and this goes with the books to the local branch. At the branch, the local librarian enters on the card concerned particulars of all issues of each book. When the books are returned to headquarters, the cards for these books are returned also, and from the cards a summary of the total number of issues of that collection is compiled and entered in a ledger. The cards are then filed, in classified or author alphabetical order, and form a complete record of all books that have been sent out to each branch. When new collections are made up for any branch of the library, the books are checked with this file so as to prevent the sending to any branch of a book it has already had. The Book Cards, before being

filed away, should all be marked in some distinctive way which will show the date on which each book was sent out to the branches concerned, and the cards may be discarded after three years, as it may be presumed that a book sent out three years ago may be safely sent again.

The summary of issues of each collection of books as returned to headquarters is entered in a ledger ruled as follows, one page being given to each branch of the library. (*See* page 130.)

2. *Registration of Borrowers.*—It is desirable that all borrowers from the various branches should be registered. In counties where the small issue books are used, some of the front pages are usually ruled to take a record of the borrowers' names and addresses, but this means doing the work of entering up names and addresses every time a new collection of books is received at a branch.

The following scheme may be recommended. Each branch should be provided with a Borrowers' Register containing about 10 pages ruled as under. The bigger places should be provided with two or more of the registers as required, but the size of these is kept small purposely as the majority of the branches will be small. Each person desiring to become a member of the library would apply to the local librarian, who would enter particulars of the person's name, address, etc., in the register, and then require him to sign his name in the column provided, thus giving an undertaking to conform to the rules.

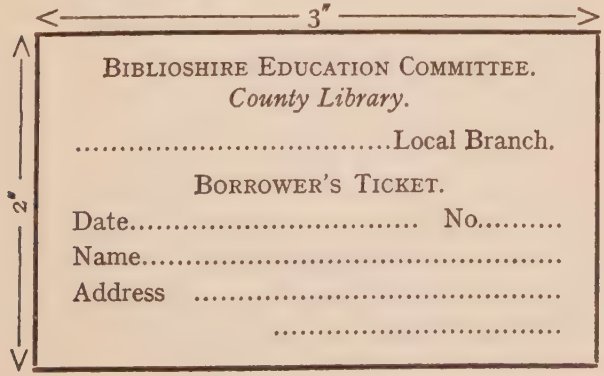
Place.....

Date of Entry.	Date sent.	Available at Village.		Adult or Juvenile.	Issues.										Total.
		From.	To		0	1	2	3	4	5	6	7	8	9	Fic.	

The signing of this Register is an undertaking to conform to the Rules of the Local Library Committee. A copy of these rules may be seen on application.

No.	Date.	Name.	Address.	Occupation.	Signature.
1					
2					
3					
etc.					

In the bigger places it will probably be found desirable to have some form of borrowers' membership card, particularly as, though in small places the local librarians will know every member, in the bigger places this may not be so. A simple form of card is all that is necessary, such as that represented in the following diagram :—



The number on the card would be, of course, the number in the Borrowers' Register; and where these membership cards are used, this number may be entered on the Book Cards by the local librarians when issuing books instead of names of borrowers.

3. *Disinfection of Books.*—This is very necessary where books have been exposed to infection at the hands of people suffering from any infectious disease. The danger from books which have been so exposed is sometimes exaggerated, but there seems to be no doubt that danger exists. Arrangements should be made with the County Medical Officer of Health for the collection and disinfection by his sanitary inspectors of books belonging to the library which are in houses in which any case of a notifiable disease has occurred. After disinfection, the books may be restored either to the local branch concerned, or to the library headquarters. A rule embodying this should be adopted by all local library committees; and the rule should stipulate that the County Librarian is to be notified of all cases.

4. *Fines for Loss of and Damage, etc., to Books.*—Though some authorities do not favour this, there seems to be little doubt that a system of small penalties is necessary to the orderly conducting of the library. The penalties should be small, and their intention deterrent rather than anything else. When borrowers lose, or wilfully damage books, it would seem to be the logical solution that the cost of this loss or damage should be made good by the person concerned, and not be a charge on the very

limited funds of the library. When there is no penalty attached to the keeping of books beyond the time allowed for reading, there is frequent difficulty in administration, and the work of local librarians is hindered.

When borrowers lose any book, they should be called upon to pay the cost of replacing it. Information with regard to this should be supplied from headquarters as desired.

In assessing the cost of wilful damage done to any book, it is necessary to have some standard table. The following is offered as a suggestion of a suitable table :—

BIBLIOSHIRE EDUCATION COMMITTEE.

COUNTY LIBRARY.

Scale of Fines for Damage to Books.

1. Where any part of the text of a book is lost, the fine should cover the cost of a new copy. Wherever necessary this information will be supplied from headquarters.
2. When a section of any book has been pulled out but not lost... ... ... 1s.
3. Loss of illustrations not containing any of text 6d.
4. Tearing of pages : if too serious for repair—cost of new copy ; if they can be repaired ... ... 6d.
5. Damage to cover of book necessitating rebinding 1s.
6. Marking of books or their covers, fair wear excepted ... ... 6d.
7. Loss of title page of book ... ... 6d.

Fines for detention of books beyond the time allowed for reading should be small—say one penny per week or portion of a week that the book is kept beyond the time allowed.

Receipts should be given for all money received. In the case of everything except fines, these should be of the ordinary carbon duplicate type. For fines, books of printed receipts each for one penny, with duplicate counterfoils, may be used. Six receipts with counterfoils to a page, and 40 pages to each book is a convenient size, and a suitable wording is as shown on page 135.

One receipt book of each kind would be supplied to each local librarian. Money received at branches should be remitted to headquarters at each exchange period.

5. *Payment of Local Expenses.*—These will consist of postages, payment to local caretaker when necessary, and sometimes, when rail transport is used, transport charges for carriage of book-boxes to and from the nearest railway station.

Expense forms and postage forms should be provided on which all local expenses should be entered. Receipts for all payments of one shilling upwards should be obtained, and these receipts should be attached to the expense form when this is sent to headquarters for reimbursement. Suitable rulings for these forms are shown on pages 136 and 137.

6. *Provision of Stationery and Necessary Forms.*—Most of the necessary forms have already been dealt with, but one other remains to be described. This is the form for requisitioning books, and its ruling makes it self-explanatory. (*See* page 138.)

1

BIBLIOSHIRE EDUCATION COMMITTEE.

County Library.

Fine for detention of book beyond time allowed ... ... 1d.

2

Biblioshire Education Committee, etc.

Perforation.

1

BIBLIOSHIRE EDUCATION COMMITTEE.

County Library.

Fine for detention of book beyond time allowed ... ... 1d.

Perforation.

2

Biblioshire Education Committee, etc.

EXPENSE FORM.

BIBLIOSHIRE EDUCATION COMMITTEE.

County Library.

Received from the ..... Education Committee [or County Library Committee] the several sums set against our respective signatures.

Date.	Name.	Purpose of payment.	Amount.			Signature.
			£	s.	d.	

POSTAGE FORM.

BIBLIOSHIRE EDUCATION COMMITTEE.

County Library.

To.....Dr.

Hon. Sec.....Local Library.

Postages to be rendered to Headquarters half-yearly, on March 31 and September 30.

Date.	To whom sent.	£	s.	d.	Date.	To whom sent.	£	s.	d.

BIBLIOSHIRE EDUCATION COMMITTEE.

County Library.

List of Books requested, taken from the Catalogue.

The list should always be larger than the supply expected to allow for books not being in stock at the time of exchange.

Local Committees are invited to add any suggestions they wish to make at end of List.

Adult.					Juvenile.				
General works.			Fiction.		General works.			Fiction.	
Class No.	Author.	Brief Title.	Author.	Brief Title.	Class No.	Author.	Brief Title.	Author.	Brief Title.

Stationery would include notepaper and envelopes, and various kinds of postcards such as acknowledgment postcards, overdue postcards and committee postcards :—

ACKNOWLEDGMENT POSTCARD.

From.....

Received on .....192 .

from the Library Headquarters books and supplies as under :—

Signed .....

Hon. Librarian.

This should be the same size as the Allocation Cards (5″ × 3″) and should be filed with the Allocation Cards of books of which it acknowledges the receipt.

OVERDUE POSTCARD.

..... Library.

.....

Please return the Book .....
borrowed by you from this library on.....
and due back on .....
Books are loaned for *14 days*, and if kept beyond this time a fine of one penny per week or portion of a week is incurred.

.....

Hon. Librarian.

Overdue postcards should be sent out for all books kept for three weeks or longer without being renewed.

LOCAL COMMITTEE POSTCARD.

BIBLIOSHIRE EDUCATION COMMITTEE.
County Library.

.....

.....192 .

Please attend a meeting of the Local Library Committee in the .... at ..... on ..... the .....

.....

Hon. Librarian.

CHAPTER VII

PERIODICAL EXCHANGES

I.

THE work connected with periodical exchanges of books for each branch of the library is largely of a routine nature. The American system is simpler than that usually adopted in British county libraries, but is not by any means so satisfactory. It consists of dividing all the books in the library into small collections, each capable of being contained in a single box, and these small collections are known as "box libraries." The box libraries are regarded as individual units, and each has a number and catalogue or list which circulates with it. When an exchange is made, a local branch returns, say, box library number 24 and receives box library number 37. Further, the box libraries frequently circulate on a chain system such as that described in Chapter I. It will easily be seen that this system gives little if any scope to individual taste or preference in selection on the part of branches, and it may be characterised as thoroughly unsatisfactory so far at any rate as British county libraries are concerned.

The system adopted for most British county libraries, on the contrary, gives the widest possible

scope for individual choice on the part of library branches, though it is not possible always to meet all local requirements. Every request made by a local library committee should, however, receive most careful consideration at the library headquarters.

The procedure adopted is that when the exchange date for any branch is becoming imminent, a requisition list is compiled by the local librarian with the help of the local library committee, and this is forwarded to headquarters on one of the forms provided for the purpose. The list should be forwarded at least one week before the exchange date, and it should contain many more titles of books than the number expected.

It is at this stage that the absolute necessity of a printed catalogue becomes evident. Local librarians and local committees must know what books the library contains in order to be able to requisition satisfactorily, and the only method of providing this necessary information is through the medium of a printed catalogue. The arguments usually advanced against printed catalogues—high cost, and the fact that they are out of date before or immediately after publication—cannot be said to outweigh the undoubted advantage of having them. In the case of a library to which all borrowers have personal access, these arguments may have weight, but in the case of a county library, borrowers from which do not enjoy this personal access, a printed catalogue is the only means of bringing before them

any extensive information as to the resources of the library. The catalogue can be kept up to date by printing a yearly supplement; and the yearly supplements may be amalgamated periodically —say every five years—and form supplementary catalogues.

The new collections for branches are made up as far as possible from the requisition lists supplied. These requisition lists should all be filed, and when every book available on the current list has been supplied, the remainder necessary to complete the collection should be made up as far as possible from back lists. If the collection cannot be made up completely from current and previous requisition lists, it is necessary to add substitutes, and these should be on subjects or by authors asked for on the lists. It is very necessary to meet the requirements of local library committees as far as this can be done, because these committees usually do the work connected with the compiling of lists with the greatest care, and they are in a position to know what is most required at the places they represent.

When motor transport is employed, and there are definite routes for the lorry worked out, the exchanges are effected route by route. When rail transport is used this is not necessary, and the exchange collection for each branch can be made up in the order most convenient to the headquarters staff. All boxes should be clearly labelled to show destination whatever transport method be used, and printed gummed return labels should be supplied to all

local librarians. Sometimes a slot fastening is attached to boxes into which the direction labels slide and these direction labels have the return address printed on the reverse, but in practice the former method seems to be the better of the two.

A receipt signature should be taken from the lorry driver or the railway company's vanman for all boxes taken away.

2.

It is desirable that there should be no interval in the working of the library at any branch during the exchange period, and this period can be bridged in two ways: firstly by having a small stationary collection of books at each branch which is the property of that branch; secondly, by ensuring the delivery of the new collection of books at each branch before the old collection is returned to the headquarters.

The first of these methods was recommended by Professor Adams in his report to the Carnegie Trust on library provision and policy. He said that county libraries should consist of "(1) a central library, from which the books are distributed at regular intervals, and from which also there should be supervision of the whole area. (2) Village libraries, usually placed in the school, with the schoolmaster as librarian. This local library should consist of (*a*) a permanent collection of certain important reference books and standard works; (*b*) a circulating library which would be exchanged

each three months, or at such times as may be arranged."

In the first county library schemes to be organised this was the method adopted, and stationary collections were a definite part of the organisation (one county, indeed, organised its county library as a series of stationary collections with no circulating collection, but it has since remodelled its system on the approved lines which has doubled the use made of it.) These stationary collections, however, did not include reference books, as the need for these must be developed, and such ordinary reference books as dictionaries already form part of the equipment of all village schools and may be consulted there by arrangement with head teachers. They consisted, therefore, of more or less standard works to the number of about 20. These books were always available to readers, but were supplemented by the circulating collection from the county library headquarters at all times excepting when exchanges of collections were being effected, and at these times local branch libraries were carried on with the stationary collections solely.

As might have been expected, the fate of these stationary collections is the same as that which befalls all small village libraries. At first they are well used, but it does not take long for a small collection like 20 or even 50 books to exhaust their value in any village, and one of the counties which adopted the stationary collection system has already reported that "The stationary libraries have not

been increased, as the general opinion seems to be that the children [it may be presumed the adults also] tire of the books after two years."

It will thus be seen that although stationary collections serve the purpose of tiding over exchange intervals for perhaps two years (this is a generous estimate) at the end of that time, although nominally there will be no interval at exchange periods, actually there will be an interval. Further, as the books in stationary collections gradually cease to be used—the fate of all stationary village libraries—they become so much lumber. It cannot, therefore, be said that the stationary collection system is successful.

An argument which has been advanced in favour of stationary collections, namely, that they give a feeling of permanence in each village which a purely circulating library would not is one that may be dismissed as an exercise in theorising.

The second, and only really satisfactory method of establishing continuity of service at branches of the library is to ensure the receipt of new collections of books at each branch before the old collections are returned. When motor transport is used this is a simple matter, as the motor lorry delivers and picks up on the same journey. When rail transport is used it is not so simple, as the time consumed on the outward journey of new boxes and the inward journey of used boxes is sometimes most inconveniently long. It can, however, be done. Two things are necessary: firstly, a duplicate set of

boxes ; and, secondly, a reserve pool of books. The size of this reserve pool is a debatable point, but in a county of average size it might be about 2,000 to 3,000 books.

The purpose of the duplicate set of boxes is obvious ; the purpose of the reserve pool of books is to make it possible to commence a total exchange of branch library collections independent of the books already at branches.

Here again the value of motor transport is in evidence, as it is necessary to receive the used collections of books from the first batch of branches before the new collections for the second batch of branches can be made up, and so on. Where rail transport is used an exchange extending to 100 to 150 branches takes from three to four months ; when motor transport is used the exchange can be effected in about as many weeks.

3.

The time collections remain at branches before being exchanged varies from three to six months in different counties, and sometimes in respect of different branches in the same county. When the number of books sent out in each collection is the same, the time between exchanges may well be uniform ; and when the collections consist of 40 books or less, it is wise to have exchanges every three months, as the utility of a collection of books of this size may be said to be exhausted in any place on the expiration of three months. As has already

been said, however, the number of books sent to each branch should vary according to local population, and with the variance in the number of books sent, there may well be a certain amount of variance in the period between exchanges also. Perhaps the most satisfactory method of dealing with this question, however, is to have quarterly exchanges in connection with all branches, but to leave it to local discretion at the branches in receipt of 100 books and over as to how many of these they exchange each quarter. In this case, the bigger branches should receive circulars on the approach of an exchange date asking for information as to the number of books they wish to exchange, and this would be the number sent out.

4.

On the receipt at headquarters of returned collections of books from branches, with their book-cards, the latter are analysed for statistical purposes, and then filed. The books themselves should be carefully checked to see that none are missing, and that they have been handled with care. Fair wear and tear excepted, books which are damaged should, if an explanation has not been supplied, be returned to the local librarian concerned for an explanation ; and the local librarian should be asked to trace and fine the borrower responsible for the damage. On the whole the number of cases of wilful damage to library books is not large, but it is wise to take the

matter up, because to fine a borrower for damaging a library book not only acts as a warning to him, but also as a useful deterrent to other potential offenders.

At this stage, any slight repairs necessary to books should be carried out. This repair work should confine itself to the repairing of torn or loose single pages—the latter especially in regard to illustrations printed separately from the text which have become loose—the cleaning of books generally wherever possible, and slight repairs to backs. Where a section of a book has become loose, no attempt should be made to repair this with paste, as, in so doing, the strength of that section when the book comes to be rebound is considerably impaired.

It is a wise economy to make the paste used on the premises—ordinary flour paste, fairly stiff, will be found quite suitable for most of the repairing done by a library staff. It is advisable to add a little oil of cloves to the paste when made, as this preserves it indefinitely.

Books which are found to be too badly damaged for repair by the library staff should be sorted into two lots—one of books to be withdrawn from the library as incapable of further service, the other of books to be rebound in library binding.

Books withdrawn from stock should have particulars of this entered on the location cards and in the Accessions Book. Location cards of books which are to be replaced by new copies should be filed in a drawer marked "Replacements." The

procedure necessary in purchasing replacements is the same as that for new books, which has already been described, except that, against the particulars in the Accessions Book of the book withdrawn, should be entered, in red ink, " Withdrawn [date] Replaced by number—— [date] " ; these particulars should also be written on the back of the location card of the book concerned.

The question of rebinding is one which must receive the most careful consideration. Cost per volume must take second place to standardised and efficient workmanship, as, once a book has been rebound, it has reached what should be its final state, and the binding, to be thoroughly satisfactory, must remain serviceable until the book itself has become too dirty for circulation. A number of firms have made a speciality of the work of public library binding, and with ordinary care in the selection of one or other of these, no difficulty should be experienced in obtaining satisfactory workmanship.

Some authorities prefer to buy their books bound from the sheets in public library binding. Though this method of buying saves some work on the part of the staff and obviates a certain amount of dislocation to the service, due to having to withdraw books from circulation when rebinding becomes necessary, it is an expensive method of buying.

As the books returned from any branch are being checked, a note should be made of any unusual occurrences such as book-cards not returned, or damaged books returned without explanation.

These matters should be written about to the local librarians concerned as soon as possible.

When these several checks have been carried out, the books are available for despatch to other library branches.

CHAPTER VIII

RELATIONS BETWEEN HEADQUARTERS AND LOCAL BRANCHES

I.

As the experience of existing county library authorities extends it is becoming more and more evident that to confine the relationship between branches of the library and the County Librarian within the limits of postal communication is most undesirable. The personal contact of local library committees and local librarians with the County Librarian is necessary in order to ensure the best results, and the only way in which this personal contact can be arranged is to make it possible for the County Librarian to visit all branches of the library periodically, and attend occasional meetings of local library committees. The travelling which this involves makes it necessary that he should have the use of some means of motor conveyance. It is impossible to combine the many details of office routine and general supervision of headquarters work, careful book selection, and branch visiting, if the latter must be accomplished by rail and bicycle, as, in many cases, to travel in this way means that a full day is taken up in visiting one branch. When motor transport is used for the distribution of the boxes

throughout the county, it is, of course, possible for the librarian to go round with the motor van, and this means of getting about is greatly to be preferred to rail and bicycle. It is best, however, for him to be able to visit any branch as it becomes desirable to do so, and this is only possible when he has an independent means of conveyance.

County Librarians should not rely on any theoretical knowledge of rural communities and their needs, as there is not, nor can there be, any source of information on this subject which has general application. He should go about among the people the library is serving and get to know them, their wants, and their needs, so that he will know how best the library can meet the wants and administer to the needs. He should take every opportunity of getting to know all local librarians —their strong points and their weak points—and he should be ready to offer suggestions and give advice on any question connected with any local branch of the library. Frequently some difficulty occurs at a branch about which the local librarian does not wish to write, but would be glad to talk over, and many difficulties, trifling in themselves but sometimes leading to big ones if not checked, can be smoothed over in this way. Five minutes conversation is often worth many letters. It is a fact, too, that each village has a psychology of its own which must be learned and understood before the best results can be obtained in that village.

It is often necessary, also, to encourage people to

read, and at all places where a branch is started some propaganda work must be done. When local library branches are started at a public or semi-public meeting, the propaganda work can be commenced at the meeting. Certain people in every place need no encouragement to read, and no introduction to the value of books, but there is a large proportion of the inhabitants of all villages to which this happy knowledge does not extend, and it is to them that the propaganda should be addressed. It must be remembered that in some cases, because no books were available, many village people have not read a single book since leaving school, and, though these people may have felt the need for books when they left school, the desire for reading has died through enforced inaction and must be resuscitated. These are the people to whom the greatest attention should be directed, and their taste in books will, in all probability, be found to be just what it was when they left school. It is very necessary, therefore, that there should be no hard and fast rule as to who is to be allowed to borrow books marked "Juvenile," as adults of this type will frequently wish to borrow these books. In some, though not in all cases, this undeveloped literary taste will not last very long. The people concerned will pass naturally from juvenile books to easy novels, and then gradually on to books which call for a greater exercise in concentration. In a few cases there will be no development at all.

After seeing the need for this gradual training in reading which is necessary in many cases where the ability to read has lain dormant for a period of years, it becomes obvious how foolish it is to expect anything other than a large demand for juvenile books and fiction in the early years, at any rate. This demand is insistent right from the commencement of the work of almost every branch of the library but, in the best interests of the future of the library, it should not be entirely met. The County Librarian must represent the necessity for the gradual development of the educational side of the library, and demonstrate quite clearly that the library must not be regarded as being wholly, or even mainly, a means of providing recreation. Every collection of books sent out must contain a proportion of serious books on the lines already indicated, and every branch should be run on "open-access" lines—that is to say, the borrowers should be allowed access to all the books at the branch and make personal choice from the books themselves and not from lists. This is useful propaganda work, as the mere handling of books is a power for education, and leads to a very large amount of serious reading.

All these matters should be impressed by the County Librarian on local librarians and local library committees and also on individual borrowers wherever possible, and this work can only be done by him in person.

Local librarians of villages within easy reach of

the headquarters should be invited to come there at exchange times to choose the books from the shelves for their next collections. This is a much more satisfactory method than sending in lists of wants, as in some cases all the books on lists sent in are out at branches at the exchange time ; and, in any case, the choice of books from a catalogue is never so satisfactory as that made from the handling of books themselves. It is unfortunate that this personal choice by local librarians cannot be more extensively applied, but the difficulties of distance, and the cost of travelling make it impossible.

An interesting experiment is being conducted by the County Library Authority of Perthshire. A one-ton Ford lorry has been fitted up with bookshelves, and this lorry is taken to each branch in turn. The local librarians select the books they wish to have as their new collections from the shelves of the lorry, and their old collections are returned at the same time.

The difficulties connected with this scheme are threefold :—(1) it is essentially a fine-weather scheme ; (2) the carrying capacity of the lorry—1,500 books—renders it impossible to more than hint, with each lorry load, at the resources of the library, and a collection of this size, though suitable in the case of some branches, may be quite unsuitable in the case of others ; (3) there are administrative difficulties.

It will not be possible for arrangements to be

made at each branch for the lorry to be under cover while an exchange is being affected, so that fine weather is absolutely essential The dates fixed for visits to places are, therefore, liable to cancellation at the last moment

1,500 books is quite an adequate stock from which to choose collections of 20 to 50 books, but when the local collection is 100 books or over, it becomes less and less adequate.

The principal difficulty, however, is connected with administrative details. The time consumed by local librarians in making their selections will make it impossible to visit more than a very small number of places each day. The books returned by branches should be checked carefully before being re-issued to any other branch, and this cannot be done satisfactorily on the road, so that the stock available for issue would become less and less as each branch was dealt with. Further, to carry out this work satisfactorily the County Librarian must be with the lorry all the time and as, in a big county, this work will occupy most of his time, it is difficult to see how he can combine his headquarters work and this village work satisfactorily.

The scheme may prove to be quite a successful one, and an answer may be found to all these difficulties, but at present this seems doubtful.

2.

In order to help local librarians and local library committees in their work, it is desirable to provide

them with a small pamphlet containing notes on matters on which they are likely to require information. The notes should be as brief as possible, and should be confined to essentials such as the following :—

BIBLIOSHIRE EDUCATION COMMITTEE.

COUNTY LIBRARY.

Notes for the guidance of Local Librarians and Local Library Committees.

Headquarters.

The Headquarters of the library are at ————— ————————, and all letters should be addressed to the County Librarian at that address.

Arrangements for Carriage.

1. The Boxes of books will be delivered by motor lorry. Local committees will be notified, at least two weeks ahead, of the date of delivery.

2. Used collections of books will be collected for return at the same time, and local committees are asked to see that these are quite ready to be picked up when the lorry arrives.

3. Exchanges of books will be effected every three months [or longer period].

4. If a local library committee wishes to keep for a further three months any of the books belonging to a collection due for return, this may be done. A note of books so kept should be contained in the box.

OR

1. The Boxes of books will be addressed to the Honorary Secretary of the Local Library Committee, and will be forwarded by rail.

2. Collections of books are to be sent back to Head quarters at the end of three months [or longer period]. New collections will be sent out as early as possible after the receipt of used collections. No collection may

be kept at any branch longer than three months, but if any Local Committee desires to retain any of the books at the time of exchange for a further three months, this may be done. A note of any books so retained should be enclosed in the box.

3. Gummed addressed return labels are provided [or, labels on boxes have the return address printed on the reverse] to facilitate local arrangements.

4. Honorary Secretaries of Local Library Committees will be advised from headquarters of the dispatch of collections, and must advise the County Librarian of the dispatch of used collections. The receipt of all collections must be acknowledged on the printed postcards provided for the purpose.

Selection of Books by Local Committees.

Three copies of all printed catalogues of the library are supplied for the use of local committees. A list of the books which a committee desires to have included in each new collection should be sent to Headquarters so as to be received there not less than one week before the exchange date. This list need not be confined entirely to books in the catalogue, as additions to the library are constantly being made.

Registration of Borrowers.

It is desirable that a Register of Borrowers be kept at each library branch—and a blank register is supplied to all branches. Local librarians are requested to fill in particulars of all borrowers, and to obtain their signatures (which give an undertaking to adhere to the rules of the library), in the column provided. Borrowers' Tickets will be supplied to all branches which require them. These Borrowers' Tickets are printed, with spaces for name and address of borrower, and the date of membership.

Records of Issue of Books.

1. Every book bears a distinctive Number or Letter, and a Book Card will be sent for each book in the collec-

tion. These cards will have particulars of Author, Title and Number or Letter entered on them, and have blank spaces in which are to be recorded particulars of every issue of the book. For the convenience of Local Librarians and Local Library Committees, the particulars as to Author, Title, etc., of the books for adults are written on the cards in BLACK INK and the similar particulars of books for juveniles are written in RED INK.

2. The Book Cards have a space for borrowers' names, but at branches where Borrowers' Tickets are in use the borrowers' numbers may be used if desired instead of their names.

3. It is very important that each issue of a book should be entered on its card, as it is from these cards that the statistics of the use made of the books at each branch are compiled.

4. The Book Cards should always be kept in the case provided for the purpose. These card cases should NOT be returned to headquarters except when worn out and new ones are required.

5. The Book Cards removed from the card cases are to be returned to headquarters with the books to which they apply.

6. Observance of the rule limiting the initial period of loan to 14 days must be insisted on, but books may be issued for a further 14 days to any borrower at the discretion of the Local Librarian. All such re-issues are to be recorded on the Book Cards.

7. If the Book Card of any book becomes filled up while the book is at any branch, the entries should be continued on one of the blank Book Cards supplied. In such cases the particulars as to Author, Title, etc., should be filled in as on the original Book Card.

8. Should any book be lost or destroyed, the Book Card should be returned with the explanation of loss or destruction written across it.

Rules for Branches of the Library.

Local Library Committees should frame rules for guiding the activities of the library. The following are specimens of such rules as will probably be found necessary :—

(*a*) The Library is open for the issue of books from ——— to ——— on ——— in each week.

(*b*) Books are loaned free of charge to all persons resident in the neighbourhood. School children must obtain permission to borrow books from their teachers.

(*c*) Borrowers may not keep any book for longer than 14 days from the date of issue. If any borrower wishes to keep a book for a longer period, application for re-issue must be made to the Local Librarian. Books will only be re-issued when they have not been requested by other borrowers.

(*d*) Any borrower who keeps a book for longer than 14 days without having it re-issued will be fined one penny for each week or portion of a week that the book is kept beyond that time. Any person incurring such fine will not be permitted to use the library again until the fine has been paid.

(*e*) Borrowers will be held responsible for the safe keeping of all books borrowed by them, and any borrower may, at the discretion of the Local Library Committee, be required to make good any damage caused to any book while the book was in that borrower's possession. If any borrower is fined for damaging any book and refuses to pay the fine, that borrower will not be allowed to use the library again until the fine has been paid.

(*f*) If a case of Infectious Disease occurs in any house where a library book is in the possession of anyone living in that house, the book is to be handed to the Sanitary Inspector when he comes to disinfect the house and *not* returned to the Library.

(*g*) In order to preserve the books in the Library in a serviceable condition for as long a period as possible, borrowers are requested to handle them with the greatest

possible care. Books must be protected from rain; they must not be marked in any way, and the corners of leaves must not be turned down.

General Notes.

1. A copy of all catalogues should always be available for the use of borrowers.
2. Books which become so worn as to need repairing or rebinding should be withdrawn from circulation.
3. Local Librarians and Local Library Committees are invited to make periodical suggestions to the County Librarian of either books not in the library which they consider to be desirable, or points connected with the organisation of the library generally.
4. Receipts should be given from the Receipt book provided for all money received for fines, etc. This money should be sent to the County Librarian quarterly at exchange periods.
5. Claims for postage and other expenses incurred should be rendered to the County Librarian on the forms provided half yearly on March 31 and September 30. Receipts for all payments other than those for postage stamps must be attached to the expense form.
6. It will probably be found to be necessary to restrict borrowers to one volume each, but this matter is left to the discretion of Local Library Committees.

3.

Information regarding innovations, and any change of policy must be sent out in the form of circular letters which should, in all cases, ask for an acknowledgement of receipt. The " Notes for the guidance of Local Librarians and Local Library Committees " cover most points relating to work at branches, but as a county library develops and extends, there are almost sure to be matters on which no information is contained in them : such

as, for instance, the addition to the library of a music section, or some other special section for which it may be necessary to have a special set of rules, or a change in the existing arrangement for the disinfection of books which have been exposed to infection, or similar occurrences. A minor point in connection with these circular letters is that postage may be saved if the letters are sent out to branches with new collections of books, and the acknowledgment of receipt of the letters is made on the same card as acknowledges the receipt of the new collection of books.

It is desirable that local committees should express their views, and make suggestions periodically. There may be either a standing arrangement between headquarters and branches for sending in reports at fixed periods, or a questionnaire may be sent out periodically from headquarters to all branches asking for information on various aspects of the work. The better plan is to have an arrangement for the making of periodical reports. The reports should contain a record of the use made of the library, and of all criticisms, whether constructive or destructive; of books specially asked for by borrowers; of subjects in which borrowers at the branches concerned are interested; of any educational effort being organised in a village which the library might assist by sending a special collection of books on the subject under consideration, and matters of like nature. The reports should also contain lists of books suggested by

local committees for addition to the library, and suggestions on any point in connection with the administration which would tend to enhance the value of the service.

In short, every local committee should be made to feel that its service is not a purely local one, but that it has a place in the general working of the library throughout the county.

It is at the branches themselves, that the most helpful criticism is possible, as it is there that questions arise and require to be settled, and these reports from local committees would help to supplement the reports of the County Librarian on his visits to the places concerned.

The policy adopted by the County Library Committee must, during the early years at least, be plastic and capable of remodelling at any point, and in establishing the closest contact between headquarters and branches it will soon be evident whether remodelling is necessary or not.

CHAPTER IX

EXTENSION WORK

I.

To a cultured community a well-chosen library is the basic need, but this is not complete in itself. To different degrees of intelligence, the assimilation of facts, ideas, and theories from books is a varying quantity and only a proportion of any community can be said to be capable of obtaining full value from books by their own reading unaided by some form of exposition or guidance. This fact has been realised for many years, and the number of guide books to books is evidence of its cogency, as also the spread of the idea of attaching critical bibliographies to most books of importance now published. Perhaps the best general guide book of this kind is J. M. Robertson's "Courses of Study," which may well find a place on the shelves of most libraries, public and private.

Even the use of such guide books to books, however, calls for more knowledge, critical power, and capability of evaluating than is the possession of the majority of those to whom public libraries are intended to make their greatest appeal—that is people who cannot afford to have libraries of their own. It is necessary, therefore, to adopt some

other method of guidance, and this is the *raison d'être* of the spread of the popular lecture movement. The number of agencies engaging in this class of work—the University Extension Movement, Workers' Educational Association, Adult Schools, Women's Institutes, Village Clubs Association, County Education Committees, Public Library Committees, and others—is evidence of the great need for it. At lectures given under the auspices of one or other of these bodies only main points are, as a rule, dealt with, but information is given as to the literature of the subject, and hints on what and how to read. This latter is made a particular feature of lectures organised by public library committees as, in the case of these, perhaps more than in the case of lectures organised by any other body, the increased use of good books is the end in view.

The general statement may be made that public libraries, whether of town or county, should combine activities with all schemes for lecture courses in the area which they serve.

So far as the library is concerned, the first need is a liberal and good supply of books of all classes and of all stages ; and the second is the establishment of the closest possible relationship between the library and all educational agencies in the area it serves.

So far as a county library is concerned, the second of these requirements is much easier of accomplishment than the first. Being under the

County Education Authority, information as to all educational activities is easily obtainable, and, as one or other of the authority's departments is almost sure to be linked up with every educational agency in the county already, it is simply a case of inter-departmental co-operation. The first requirement is not so easily met, however. For reasons already mentioned, the books in a county library's stock are almost certain to be confined to the more or less elementary and popular type, and this type is unsuited to the needs of those who pass from being general readers to being student readers, a passage which it is the prime duty of lectures to foster. To these must be added those people who were students before the county library came into existence, and those who, by education or by inclination, develop into the student type of reader in the ordinary course of things. The number of students is not likely to be large in any county, and as their needs are in each case of a particular and not a general nature, they cannot usually be met by the ordinary circulating stock of the county library, and must, therefore, be met by some form of individual service to the readers concerned.

This need has been clearly recognised from the commencement of the working of county libraries, and the problem of its solution has received much attention. The need can be met by the Central Library for Students to some extent, at any rate, but, though co-operation between county library

authorities and the Central Library for Students is considered by the Carnegie Trust to be the ideal solution, and though the Central Library for Students is being subsidised for a period of years by the Trust to demonstrate this, it is not by any means an ideal solution to the problem ; on the contrary, every county library should possess its own Students' Library in addition to the ordinary circulating library. The reasons in support of this view are firstly that so far as county library authorities are concerned, co-operation with the Central Library for Students is, instead of being an economical measure, an expensive one in the long run ; and, secondly, that the Central Library for Students, although perhaps suitable for individual borrowers, is an impossible ideal so far as county library authorities are concerned, if viewed in the light of being capable of supplying all the needs of students in the area of the county authority.

To consider the financial side of the question firstly : the position at present is that the Central Library for Students is being subsidised to the extent of £1,000 a year by the Carnegie Trust, and in virtue of this subsidy, county library authorities which have received a grant from the Carnegie Trust may borrow books from the Central Library for Students free of fee or subscription, but must pay all postage and carriage expenses. The Trust subsidy will continue for about another three years, and at the end of that time it is expected that

county authorities will have realised that they can only carry out their work satisfactorily by co-operating with the Central Library for Students, and that they will continue using it and pay yearly subscriptions. As the Central Library has not sufficient public funds to support it, this support must come from subscriptions, and the subscriptions will, in all probability, be graded according to the number of books borrowed by subscribers; further, the library must be regarded as a business undertaking, and must pay its way.

If a county library authority borrows 300 books in a year from the Central Library for Students for periods varying from one to six months, this would mean that it would have about 70 books from the Central Library at a time. It may be assumed that the yearly subscription for borrowing to this extent would be from £25 to £50. To this must be added charges for postage and carriage which, as many of the books would be sent for separately, or in very small numbers, would average (including postage on letters) about sixpence per book each way. This means that the cost in money to the authority, taking the lower subscription of £25, would be £40. The various transactions necessary would consume at least £20 worth of staff time, so that the net cost to the authority of borrowing 300 books would be about £60, or 4s. per book borrowed. This average would be maintained in borrowing greater numbers of books as, in these cases, the subscription would be higher, and there would be

a larger amount to pay for postage and carriage and a larger expenditure of staff time.

The 300 books borrowed could probably be bought by the authority, some new, some second-hand, at an average cost of 8s. per volume, which means that the average cost of borrowing each book from the Central Library for Students is approximately half the cost of buying the book.

A further point is that some books might be borrowed on two or more occasions by the same authority, which would mean that the book would have cost the authority its purchase price after two borrowings, and that each subsequent borrowing would represent a dead loss.

The other difficulty—that connected with supply—seems just as big. Such books, for instance, as Marshall's *Economics*, which must be regarded as student books, are frequently required by as many as five or six students in one county, and for any single library to be able to supply the wants such as these of all counties, many towns, and any individuals who apply, would seem an economic impossibility.

The establishment of a separate Students' Library by each County Education Committee cannot be regarded either as difficult or expensive. The earmarking of £100 per annum from Higher Education funds answers all difficulties, and the books added to the library could, until this stage was passed, be those asked for by county students and those required for co-operation work with lectures. The

additional expenditure in the early years would be more than made up in later years; and the authority would have something very tangible to show for its expenditure.

Because of the number of agencies carrying out adult educational activities in each county either in direct co-operation with the County Education Committee or with partial assistance from it, there will, in all probability, be no necessity for any county library committee to undertake the direct organisation of lectures or courses of lectures. The activities of the county library committee may be confined, therefore, to the giving of assistance in the provision of books from which the students attending the lectures will be advised by the lecturers to continue their studies. In towns, where lectures are given as a direct part of the extension work of the public library, a collection of library books on the subject of each lecture is usually sent to the lecture room, and these books may be borrowed by people attending the lecture, after complying with certain simple formalities. This method of working is seldom possible in connection with the lecture extension work of county libraries, partly because of transport difficulties, but also because the number of books of the type called for in this work which the county library concerned possesses is not likely for some years to be big enough: and the possession of any considerable number of books of this kind will only be consequent on the county library committee

undertaking its own Students' Library work. Recourse must therefore be had to the provision of annotated bibliographies, compiled by the county librarian in co-operation with the lecturer, which should be distributed among the people attending the lecture. Each bibliography, besides possessing notes on each book listed, would contain particulars of how to apply for the loan of them.

This method of working applies only to separate lectures, or to courses of lectures, each one of which deals with a separate subject and is complete in itself. In the case of courses of lectures on some special subject such as those organised by the Workers' Educational Association, each course should receive a small collection of books for circulation among people attending the course, and the books should remain for the duration of the course. The responsibility would be taken by the lecturer so far as the county library committee was concerned, but he would probably ask that a small committee of members attending the lectures be formed which would be responsible for the circulation of the books and for the safe return of them to him at the close of the course.

A similar plan may be adopted with regard to debating societies, and general literary and scientific societies when these are carried on under the auspices of some responsible body, or constitute such in themselves.

After a few years propaganda work in connection with existing societies and agencies, it will be found

that no further effort of a propagandist nature will be necessary on the part of the county library committee. Success is assured to this class of work when the right books are provided.

2.

The number of villages which have established a branch of the Federation of Women's Institutes is rapidly increasing, and it may be confidently anticipated that the work of this society has a safe and sure future. The extension of the franchise to women and their entrance into public life, has broadened their outlook generally and given an impetus to co-operation for mutual welfare and advantage from which a great deal of good may be expected to accrue. Women's Institutes play a large part in this extension of feminine interests, and useful work may be accomplished by all county libraries through the establishment of close co-operation between local branches of the Women's Institute and branches of the library. The local institutes organise lectures on subjects interesting to women generally, and conduct classes in various handicraft subjects. Whenever possible, books should be provided to help in this work.

3.

One of the most fruitful fields for library extension work is that of work with children. In town libraries it is possible to bring the children into the library, and hold talks on the use of books supple-

mented by practical demonstrations. In county libraries this work can only be carried on by the establishment of close co-operation with school teachers, but much useful work can be accomplished in this way. The principal need in this work is enthusiasm on the part of teachers, and when this exists it should be encouraged and fostered in every way possible.

Children are constitutionally much more easy to interest than adults, and there are a variety of ways in which a love of books can be fostered in them. Lantern lectures and the use of the cinema have not been developed to any very great extent as yet, but the possibilities for good work which these agencies hold are enormous.

Another method of keeping children interested in books is to offer in the county a set of prizes yearly for the best six (more or less) essays on some such subject as "The best book from the Library I have read during the year." Little difficulty should be experienced in obtaining promises of prizes from members of the County Education Committee, and His Majesty's Inspectors would probably be quite pleased to adjudicate.

In industrial areas, another field of work with children should receive attention, namely, the necessity of providing reading-rooms for them. Enormous strides have been made in towns in this class of work during the past few years, and the good it has accomplished cannot be assessed. The

need does not apply to the same extent in rural communities, as these are, as a rule, better housed than industrial communities. In these latter, cases are known to the writer where children have informed the local librarian that they cannot take books home as they would have no chance of reading them, and unless reading-rooms are provided, these children will be debarred from the joy of reading, and the reading habit will not be inculcated in them. It is impossible, of course, to build separate reading-rooms, but we would suggest the opening of a class-room in the school for reading-room purposes in industrial areas on as many evenings in each week as there were volunteers to look after it. The local library books would, of course, be made available to children using the room.

4.

The public library, as an agency for the promotion of general culture, should not confine its activities solely to the provision of literature, but by providing the means, should assist in the promotion of a more general appreciation of good music. There is a particular need for assistance in this field in rural communities as, though townspeople usually can, if they wish, learn to appreciate good music by taking advantage of the opportunities afforded them of attending the general concerts, chamber concerts, and organ recitals which form part of the musical activities of most towns, these opportunities are but seldom afforded

to village people. The result is that the same backward state exists in connection with musical appreciation as that which exists in connection with the reading of good books. The difficulties that encompass this problem are greater than those connected with the promotion of reading. Lectures are desirable as a means of teaching how and what to read, but they are not indispensable. On the other hand, to teach musical appreciation, demonstration by means of recitals is absolutely essential, and the provision of volumes of musical scores only embraces half the problem.

Before anything of a lasting nature can be done, however, towards the development of musical appreciation, a collection of musical scores, which at first, at any rate, must be confined to piano scores, must be provided. Expert guidance in the selection of these musical scores is most desirable, as the edition of a musical score is very often almost as important as the composer.

The music catalogues of the public libraries of Hampstead and Bournemouth are useful guides in the selection of a music library; and the following list of composers' names is suggested as a basis to work from :—

Classical Composers.—Bach, Beethoven, Brahms, Chopin, Grieg, Haydn, Liszt, Mendelssohn, Moszkowski, Mozart, Rubinstein, Schubert, Schumann, Tschaikowsky, Weber.

Composers of Opera, Principally Grand Opera.—Auber, Balfe, Bellini, Bizet, Cellier, Donizetti,

German, Gluck, Gounod, Hérold, Lecocq, Leoncavallo, Mascagni, Meyerbeer, Mozart, Offenbach, Planquette, Puccini, Rossini, Strauss, Sullivan, Verdi, Wagner, Wallace, Weber.

Composers of Oratorio.—Brahms, Elgar, Gounod, Handel, Haydn, Mendelssohn, Mozart, Rossini, Spohr, Stainer, Sullivan, Verdi.

The above list is by no means exhaustive. It includes practically none of the later works of English composers, such as Stanford, Parry, Balfour Gardner and John Ireland, and little of the modern work of continental composers. It is suggested, however, that a music library representative of the works of these composers is a stable foundation on which to build.

A scheme for the promotion of good concerts by expert performers is being promoted by the Carnegie Trust. They have subsidised to some extent "The Village and Country Town Concerts Fund" which arranges concert tours, and three tours, each of a week in duration, were given by this association in different counties during 1921, under a guarantee of £150 to meet possible deficits. Similar tours are being arranged in other counties under a further Trust guarantee this year.

The work that these tours accomplish cannot be other than excellent, but more than a single concert or recital in each place is necessary if the results are to have any lasting effect. For this reason it would, therefore, appear desirable that each county should depend on its own resources.

Volunteers capable of giving piano and organ recitals are not easily found, but they can be found if sufficient search be made. Vocalists are more easily obtainable.

The following record of an experiment carried out in an English county in December, 1921, is an example of what may be done. It should be said at once that it was quite successful, and is being followed up.

A village with about 1,000 inhabitants was chosen, and the local library committee was asked if it could make arrangements for the free use of a hall at which a piano and vocal recital could be given. It was asked that no charge for admission should be made, but that a retiring collection should be taken to pay expenses. The expenses, so far as the library headquarters was concerned, were confined to the payment of a taxicab for conveying the concert-party from and back to the county town ; the free use of the hall was asked for so that the local expenses should be as small as possible. The Local Library Committee reported that a suitable hall could not be obtained, but that the Rector, who was a member of the committee, had offered the use of the Church if the recital could be made an organ recital instead of a piano recital. This was done. The vocal items had to be altered, but otherwise the programme was left substantially as originally planned. The retiring collection more than covered all expenses, and a further recital has been asked for when this can

be arranged. The programme, which is given below, contained a brief note under each item, and the programmes were distributed free :—

PROGRAMME

1. Military March. *Schubert* (1797–1828).

This is generally regarded as the finest of the marches composed by Schubert. It is in three parts. The first is very stirring, full of force and vigour ; the second is in direct contrast being sweet and delicate ; the third is a repetition of the first part. Schubert was a very great song writer and his fame rests mainly upon his songs. He was, however, by no means insignificant as a writer of Orchestral Symphonies and compositions for the pianoforte.

2. "Adagio Cantabile." *Beethoven* (1770–1827).

Beethoven's Pianoforte Sonatas are among the world's masterpieces. This is the slow movement from the Sonata "Pathetique." Its chief interest lies in a beautifully contemplative theme which is repeated several times with varied accompaniment.

3. Aria from "St. Paul."
Mendelssohn (1809–1847).
"O God, have mercy."

4. Walther's Prize-Song. *Wagner* (1813–1883).

Wagner's music-dramas are sometimes considered to be the most wonderful art creations of the nineteenth century. This song is from "The Mastersingers of Nuremberg," and contains one of Wagner's finest melodies with rich and strong harmony.

5. Litany for All Souls' Day.
Schubert (1797–1828).

6. (*a*) POLONAISE IN A. *Chopin* (1810–1849).
(*b*) NOCTURNE IN F MINOR.

Chopin's numerous compositions for the pianoforte reveal his poetical, refined and sensitive temperament. He was a native of Poland and his music is characterised by an underlying melancholy, though at times, as in this Polonaise, he seems to express great triumph over national misfortunes. A Polonaise is a dance-form and is of Polish origin. This is one of the 12 Polonaises composed by Chopin.

A "Nocturne" is a piece of music descriptive of night. Chopin wrote 18 beautiful examples in this form.

7. RECITATIVE AND AIR FROM "THE CREATION." *Haydn* (1732–1909).
"Rolling in Foaming Billows."

8. ROMANCE. *Rubinstein* (1830–1894).

This is one of Rubinstein's shorter pieces. Rubinstein was a Russian composer and a pianist of the first rank.

9. DUETTO. *Mendelssohn* (1809–1847).

Mendelssohn's "Songs without words" is a collection of 42 very charming pieces for the Pianoforte which have become exceedingly popular. In the "Duetto" it is quite easy to distinguish the two "voices" with their alternating phrases ultimately singing together in unison.

10. (*a*) RECITATIVE AND AIR. *Handel* (1685–1759).
"O Thou that tellest good tiding to Zion."
(*b*) "For unto us a Child is born." (Organ Solo)
From "The Messiah."

The development of musical appreciation is a field the magnitude of which is still to be discovered.

5.

Effort towards a demonstration of the educational advantage of good drama should also form part of county library activity. Much of this effort will lie with the liberal provision of copies of good dramas and plays, as local work in this field does not need much encouragement.

The Carnegie Trust has undertaken propaganda work in this connection also. It is assisting the dramatic section of the "Arts League of Service" towards conducting a year's tour throughout the rural districts of England and Scotland.

6.

Other possibilities for endeavour will undoubtedly occur, and each, as it occurs, should be carefully explored, and embraced if found desirable. The enormous field for work which has been opened up by the establishment of county library systems is such that as yet only its fringes have been touched. What the future holds, only time will show.

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